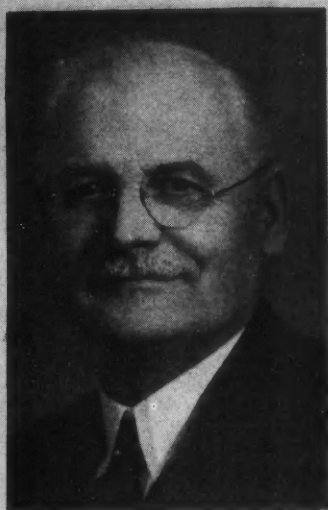


# THE ATA MAGAZINE



DR. JOHN W. BARNETT

General Secretary-Treasurer  
Alberta Teachers' Association  
1918-1946

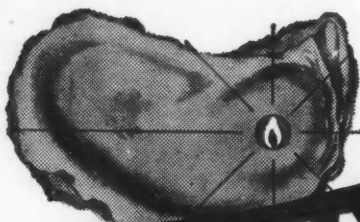
*"Teaching is not a lost art,  
but the regard for it is a lost  
tradition."*

*Quoted from Scholarship for Canada  
in an address by Dr. Barnett.*



OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

MARCH 1950



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DR. JOHN W. BARNETT  
1918 to 1946

Every year in the issue of *The A.T.A. Magazine* published immediately prior to the Annual General Meeting we honor the memory of the late John Walker Barnett, general secretary-treasurer of the Alberta Teachers' Association for twenty-eight years. As has been our custom, each year at this time Dr. Barnett's picture appears on our cover together with a brief quotation. This year we have printed one of the quotations used often by Dr. Barnett.

It is especially fitting that at the Annual General Meeting, when teachers from all over the Province meet together to study the affairs of the Association, we should honor the man who was responsible more than any other single person for the formation of the Association. This year the Annual General Meeting will be held in Calgary and at the convention an honorary membership in the Association will be awarded posthumously to Dr. Barnett in appreciation of his tireless work to better the conditions of teachers, and of Education generally, in the Province of Alberta.

Once again, therefore, we pay tribute to Dr. Barnett, the first editor of *The A.T.A. Magazine*.

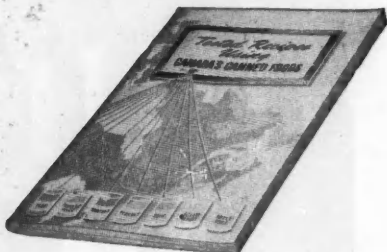
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# THE ATA MAGAZINE

ERIC C. ANSLEY, Managing Editor  
Imperial Bank Bldg., Edmonton

Volume 30

March, 1950

Number 7

## PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

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## Editorial . . . .

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### THIS CAN HAPPEN TO YOU

#### Thirty-five Hours' Notice

LATE on Saturday evening, November 5, 1949, Mr. M. received, by special delivery, a letter from the secretary of the school district stating that he had been transferred from a grade XII class to a grade V class, to which he was to report Monday morning, November 7. Mr. M. had taught mathematics and science in grade XII for 21 years. No reason was given for the transfer.

Mr. M. got in touch with me at once. I advised him to ask the board for a hearing under Section 169a of *The School Act*, and to present himself for duty in grade XII on the Monday morning. Three other teachers had been moved also, one, from social studies and English in grade IX to mathematics and science in grade XII, another from grade V and VI to grade IX, and the third from grade V to grades V and VI. All four wrote to the board requesting a hearing.

#### Staff Supports Teachers

I met with the staff of 39 teachers and learned that—

1. The principal had not been consulted about the proposed transfers.
2. The suspected reason for the wholesale juggling of the staff was that Mr. M. had had the courage to ask the board to retract a statement, alleged to have been made by them, to the effect that the students' funds were not being handled properly by the teachers. Not a teacher had any idea why the other three were being disciplined.
3. The grade XII pupils supported the teachers and had stated they would go on strike if Mr. M. were transferred.
4. The teachers were unanimous in their decision to oppose the transfers. They decided that if the transfers were not withdrawn, further action would be considered.

#### Appeals Seem Futile

The hearing of the appeals was set for November 14. I asked the Minister of Education to have a representative of the Department come to the hearing to watch 169a at work and to see, at first hand, how the power to transfer teachers "at their sole discretion" might be abused by school boards. I did this to convince the officials of the Department of Education that teachers need more protection in case of transfers.

The following attended the hearing: Members of the board and their secretary, the four teachers who had received notices of transfer, the principal of the school, L. D. Hyndman, K.C., solicitor for the Alberta Teachers' Association, Elizabeth Reynolds to record the evid-

ence, Dr. W. H. Swift, Deputy Minister of Education, and the general secretary of the Association.

Soon after the hearing opened representatives of the press arrived to take some pictures. News of the transfer muddle had been in the papers and over the air. The public was showing an interest in the case.

The hearing lasted two whole hours. We got nowhere. Four hundred and sixteen pupils were to be thrown out of stride in their school work, merely because the board didn't like having a teacher ask them to withdraw a statement (just short of libel), that was a reflection on the integrity of all the teachers.

The appeals included statements from the four teachers, from the solicitor, from the secretary of the Association. The board just sat "pat." It seemed to be another case where we won the argument but lost the decision!

### **The Board Falters**

The teachers were told that their appeals had not been allowed. But before school the next morning they were ordered to remain in their original classrooms until Wednesday. On Wednesday, the time was extended, and Mr. M. was asked to come to a meeting of the board on Friday, November 18, providing he didn't bring the secretary of the Alberta Teachers' Association with him! He 'phoned me at once. I advised him to go to the meeting but not to agree to anything, except the withdrawal of all the transfers.

### **Teachers are Reinstated**

Before 10 o'clock on Friday evening Mr. M. 'phoned me and said that all four transfers had been rescinded. The news was announced over the air that same evening.

### **The Results**

The cause of the board's seemingly irresponsible behavior is obscure, to say the least. The events, in so far as they may be made public, are as outlined. As a result the whole staff was upset for a period of at least two weeks. The pupils were upset too, but they seemed to relish a chance to show their disapproval of the board. The board lost the confidence and respect of the teachers. The board's refusal to retract the unfortunate statement that had caused all the trouble showed more stubbornness than good sense. The Department of Education was given an opportunity to see how transfers may be used to discipline teachers—to see section 169a of *The School Act* at work.

### **Should 169a be Amended?**

Why should teachers have to put up with these indignities and  
(Continued on Page 7)

## *Our President's Column . . . .*

---

Annual General Meetings of our Association are the high tides of our years of activity. Decisions stemming from these annual conclaves have directly, or indirectly, profoundly affected the fortunes of education and teachers in Alberta. It is well that such has been the lot of these conferences of our organization; where else is there better voice for Alberta's 6,000 teachers?

The business of the Annual General Meeting runs the length and the breadth of Alberta Teachers' Association interest. It surveys the stewardship of the Executive in the conduct of our business. It forms policy for all of us in matters likely to affect the well-being of teachers. Salaries, pensions, tenure, working-conditions, publicity, curriculum, educational legislation are some of areas of major involvement for any Annual General Meeting.

From the welter of debate on any and all of such problems will emerge the voice of the Alberta Teachers' Association; a voice that is the only real statement of the position of teachers in Alberta. There is a solidarity and a conviction in Annual General Meeting decisions that commands the attention and respect of everyone.

### **Place of Councillors**

Annual General Meeting councillors are the cross-section of our body of teachers. Rural and urban, men and women, young and old, experienced and novice, mingle to form an official sounding board for any teacher-problem we might care to pose. To have consented to try to discharge the responsibilities of an Alberta Teachers' Association councillor for the space of even one year, is to be possessed of a degree of dedication to the teaching profession which is the essence of professional-

ism. The proportion of experienced and new councillors at our Annual General Meetings is significant to the point that it provides the background of the past for the enthusiasm of the present. I commend to your earnest attention the councillors of your local associations: the persons through whom you speak annually on matters vital to your personal and professional interest.

### **Electoral Ballots**

The order paper for the Annual General Meeting of 1950 will include an unprecedented array of electoral ballots which will demand the scrutiny and considered action of those present. This together with the accumulation of routine business and resolutions stemming from locals and the Provincial Executive promises that our Calgary sessions will be as busy as any of the past. I would like to extend to all teacher members a cordial and earnest invitation to attend all or any part of our sessions.

### **Appreciation**

Approaching as we do the end of the term of office of the 1949-1950 Provincial Executive, I am impelled to offer on your behalf the thanks of the Association for the services rendered. Each member has given a sincere service. Each has sat through meetings which have lost little of either their length or their intensity. Additional burdens of committees as well as organizational and salary problems have combined to make necessary considerable extra expense of time and effort.

It is neither practicable nor wise to attempt to pass some judgment on the decisions made by the Executive Council which will have their impact in the future. It is right and just that I earnestly commend the devotion and sincerity which members of

the retiring Executive brought to bear on the problems which faced the Council.

May I take this opportunity to express appreciation of the competent office staff. My association with these

members of our administrative staff have left me with a considerable respect for the work which they do and for the manner in which they attempt to meet our problems.

F. J. C. SEYMOUR.

*(Continued from Page 5)*

this unfair treatment? Simply, because the Department of Education appears to be convinced that all school boards always act in the best interests of the pupils in the matter of transfers and that boards should have the authority to transfer teachers "at their sole discretion."

The success of the appeals depended to a large extent on the professional conduct of the whole staff, particularly of the four teachers involved. In addition, it was fortunate that the disputes occurred at a time and place where the whole strength of the Alberta Teachers' Association could be used most effectively. Not all teachers in Alberta might be so fortunate.

We must convince the public and the M.L.A.'s that to transfer a teacher may be tantamount to a dismissal and that, therefore, all proposed transfers of teachers should be subject to appeal to a neutral body where the evidence is given under oath and subject to cross examination. Would the courts ever countenance anything so absurd in an appeal case as asking a judge to reverse his own decision?

## Why Is Alberta Short of Teachers?

### LOW SALARIES IS THE MAIN REASON

120 teachers or 2%	are paid less than \$125 a month.
800 teachers or 14%	are paid less than \$150 a month.
1900 teachers or 33%	are paid less than \$175 a month.
3200 teachers or 56%	are paid less than \$200 a month.

---

2500 teachers or 44%	are paid more than \$200 a month.
1600 teachers or 28%	are paid more than \$225 a month.
1000 teachers or 18%	are paid more than \$250 a month.
700 teachers or 12%	are paid more than \$275 a month.
400 teachers or 7%	are paid more than \$300 a month.
200 teachers or 4%	are paid more than \$325 a month.
90 teachers or 1.6%	are paid more than \$350 a month.
30 teachers or .6%	are paid more than \$375 a month.
15 teachers or .3%	are paid more than \$400 a month.

Nine teachers are paid more than \$5,000 a year.

Not one teacher is paid as much as \$6,000 a year.

# Parent-Teacher Conferences

W. R. EYRES

Do you feel that there is sufficient cooperation between your school and the parents of your students? Do the parents fully understand the courses and the modern methods you are using? When such cooperation and understanding of aims and objectives fully exists more adequate support for education will be forthcoming. Is there any better way of bringing this about than through individual conferences with parents? Won't discussing their children's progress achieve this?

For many years I have felt that Report Cards were not adequate in giving the actual progress of a student and did nothing much to bring closer cooperation between the home and the school. Modern Report Cards in many cases became lengthy documents (120 questions on one Department of Education issue) filled in with letters such as C, N, and X or S, I, and N, requiring countless time to complete conscientiously and were probably not fully understood by the parents. On several occasions parents have remarked that they signed the Report but didn't understand it. Can we expect cooperation in such cases?

At the 1946 Calgary District Convention I discussed the matter of Report Cards with Lester Ball, Highland Park, Illinois. He explained the method used in his schools, whereby parents were called in for conferences and no Report Cards were issued. After a two year trial there, the parents voted to continue the conference method. Thus it was that the idea of Parent-Teacher Conferences was introduced to me.

Following this the matter was discussed at our Bow Valley Institute and with the approval of O. P. Larson, divisional superintendent, and the cooperation of the staff, Parent-

Teacher Conferences were introduced into the Arrowwood School. Our first was held in November 1946 and we are now in our fourth year. Report Cards are no longer issued. In their place we hold conferences twice and often three times a year. The Arrowwood School had five rooms in operation with a sixth this year and includes Grades One to Twelve. About one half the students come in by van making a total of some seventy families represented in the school.

## Purpose Explained to Parents

Before actually introducing the Parent-Teacher Conferences we explained their purpose to the parents by giving talks at meetings, through our school paper, and in letters to all parents. No comments were received prior to our first conference but many followed during and after. Several expressed the opinion, "We often wished to come to the school to discuss our children with the teacher but it wasn't considered the thing to do," or "We thought that if we came everyone would think we were having trouble." Several parents who had children in school had never been in the building before.

During the conference a straight forward report is given and all possible suggestions for improvement are made. The student's progress, development in cooperation, social adjustment, emotional control, acceptance of responsibility, health habits, among others, cannot be adequately shown on a report card but can really be discussed to advantage in a conference. Even the necessity for failure in a grade can be explained so the parents' help and cooperation is gained. Parents are keenly interested in their children and we find they ask questions quite freely regarding such things as courses and methods. Most of them appreciate an explana-

tion of the modern trend of self-competitive child development rather than the former method of class placement by percentage or letter gradings. The teacher must be prepared to answer any and all questions and be able to explain his methods. It is always possible to say something good about any pupil interspersed, if necessary, with comments about possible improvements.

#### **Parents Are Interested In Schools**

We find most parents very interested in educational trends in Alberta. Nearly everything is new to them since their school days. Methods and procedures have changed and the teacher must have confidence in them so as to explain why we do what we do or why such and such has ceased to be of importance.

The teacher must be willing and able to meet the parents and discuss the child's progress in a cheerful manner. The parents desire assurance that their teacher is doing all in his power to further the education of their children. Undoubtedly this is more work for the teacher than filling out a Report Card and it is, perhaps, a little difficult for both parent and teacher, especially the first meeting. Parent-Teacher Conferences require preparation on the teacher's part for he must be certain of the position taken and be able to substantiate it when and if required. An accurate knowledge of the student is essential.

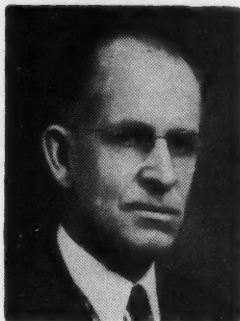
#### **Conferences Are Planned**

Careful organization is required for a series of Parent-Teacher Conferences. We allow fifteen minutes for each interview per pupil. If there is more than one pupil per family in a room the time is increased in the same proportion. The schedule must be made so as to prevent any waiting on the part of the parents. We have found that for the first conference of the year it would probably be better to allow slightly more time as it is possible that more detailed

discussions will take place. This is particularly true if the teacher is new in the district.

Much of the organization procedure is worked out in staff meetings prior to the conferences. Here all difficult or backward cases are discussed and pertinent points or suggestions outlined. Similarly, following the conferences, the staff consolidates and discusses any suggestions given by the parents. The staff of the Arrowwood School has found it advantageous to make a rather complete outline of what is to be said to each parent. This is left up to each teacher unless requests are made as to methods of presentation to respective parents. Such outlines are later filed with each student's record card for the future reference of the child's next teacher.

The students must be informed as to their standing. So far we have not had them present for the interviews with the parents. In the higher grades we find it a particularly good practice to hold interviews with each individual student prior to those with



Roy Eyres is principal of Arrowwood School. He has served on the Provincial Executive of the Association and is secretary of the Calgary District Convention. Mr. Eyres got his idea of Parent-Teacher Conferences from one of the Alberta Teachers' Association speakers attending fall conventions.



the parents. Here we acquaint the student with what we are going to tell the parents. In this we have had very good cooperation since most students are desirous of doing better work and wish to be informed as to their progress.

We hold the conferences after school hours from 3:30 to 6:00 p.m. the first three days in the week selected, and usually dismiss school one-half hour early the last two days in order to include all the families in one week. This, of course, is rather steady for the teacher and could, perhaps, be extended over a longer period if desired.

After having planned such a schedule each family is contacted by letter and informed of the exact time of appointment. Each is also requested to inform the school if the time selected is unsuitable so that another appointment can be made. One can usually make out a schedule that meets with the approval of all except a very few who can be fitted in later.

#### **Students Act as Hosts**

During the week one of the students in high school acts as host. It is his duty to usher the parents into the reception hall and then to take them to the respective teachers at the appointed time, make the necessary introductions and in general see that things run smoothly. Besides being a tremendous help to the staff, who are busy with interviews, this is especially good training for the boy or girl selected.

We have had remarkable success in getting our parents to attend the conferences. Very few miss, even though the weather and roads have at times been bad. Some drive ten to fifteen miles to attend. The mothers come in most cases but we have been fortunate in being able to have many of the fathers as well. In several cases it is the fathers who come. We feel, of course, that both mothers and fathers should come as

both should be equally interested in the progress of their children.

#### **Other Schools Follow Eyres Plan**

While the Arrowwood School has conducted Parent-Teacher Conferences for four years other schools in the Bow Valley School Division have been experimenting with the idea. Several report, that when tried, this method proved very helpful and we also find that other schools in this division and in other divisions are beginning to use this method or variations of it.

The majority of the parents have told us how much more satisfaction they got from the Parent-Teacher Conferences than from report cards. We have indirectly heard a few adverse comments, but only one parent has expressed dissatisfaction to us. A few would like report cards given along with the conference.

#### **Teachers Approve**

During the last four years there have been many changes on the staff. Several of the teachers have come to Arrowwood with only a few years' experience. Each and every one has been most enthusiastic in support of Parent-Teacher Conferences. They feel that something tangible has been accomplished and a far better understanding exists between the home and the school. One thing all the teachers appreciate is the absence of questions concerning a pupil's progress when they meet the parents socially or in a public place. This always used to be a headache at bridge parties.

#### **Parents Approve**

The following is a parent's view of Parent-Teacher Conferences as expressed in a letter. Mrs. Isobel F. Phillips writes: "I would like to express my approval of the Parent-Teacher Conferences which you have established in our school. To me there is no better way of parents knowing the progress of their child.

"Having been a former teacher  
(Continued on Page 53)



# Our Miss Brooks

CFRN PUBLICITY DEPARTMENT

Readin' 'Ritin' 'Rithmetic and Romance! There are our R's when *Our Miss Brooks* is our teacher! You'll roar at *Our Miss Brooks'* determined campaign to win the affections of Mr. Boynton, the bashful biology teacher, who is only interested in his laboratory. It's a gay merry-go-round of misadventures with your favorite schoolmarm—and you won't want to miss a single class! *Our Miss Brooks* is heard every Sunday afternoon at 4:30 p.m. over radio stations CFRN and CFCN (Edmonton and Calgary respectively).

An instant hit from its very first broadcast, *Our Miss Brooks* is now firmly established as one of radio's outstanding comedy programs. Besides Miss Arden in her title role, the program features a terrific cast of radio players, including Jeff Chandler as Mr. Boynton, the bashful biology teacher who is the object of Miss Brooks' affections; Gale Gordon stars as Mr. Conklin; Jane Morgan as Mrs. Davis; Dick Crenna as Walter Denton; and Gloria McMillan as Harriet Conklin.

From the October 1949 issue of *Radio Mirror Magazine*, here is an excerpt of a story on *Our Miss Brooks* and the teaching profession by Eve Arden.

"I must admit that when I was invited to be *Our Miss Brooks* and was given my first script to study, I viewed the project with doubt. It struck me that a program about a school teacher couldn't possibly hold an audience for more than two or three episodes.

"This analysis of mine proves that I had better develop an ambition to be president, because I can't be right. Not only did *Our Miss Brooks* make an instant hit, it has grown in popu-



EVE ARDEN

larity (according to Mr. Hooper, bless him!) from week to week. It seems that practically everyone is interested in the everyday problems of a school teacher. Certainly, we expected teachers to be amused, but we were delighted to discover that we could entertain two additional groups of citizens: 1. everyone in school at present; 2. everyone who had ever gone to school, with or without protests.

"From the very first there was one thing I desired for the program. I wanted it to be believable. Naturally to hold an audience, one must employ a certain amount of high drama. However, there is drama in the lives of each of us—daily adventures of the mind and spirit which, thank heaven, seldom appears in the headlines. It would have been simple to

have placed our school teacher on an Indian reservation for vivid local color, or in a settlement school for propaganda purposes, or in one of the large cities where anything can happen, but we didn't want that. We wanted a small town, an ordinary school system, and logical incidents.

"This attitude paid off handsomely. We began to get letters (spelling-A; punctuation-A) from school teachers everywhere in America. Most of the letters indicated a warm appreciation of what we were trying to do.

"A note came saying 'Thank Heaven, you've humanized us. One of the problems a teacher has always faced has been the *setting apart* which has made us seem almost on a par with members of the clergy. However, we are nothing more or less than professional people in the sense that an interior decorator, lawyer, etc., is a professional person. We should be accorded the same human privileges which they enjoy as a matter of course. To secure these privileges we must be humanized. You are doing that for us.'

"From hundreds of cities have come letters breathing sighs of thankfulness because we have pointed out, whenever possible on the program, that school teachers are frequently underpaid and overworked. To complicate the financial situation there are always a dozen hungry hands in a school teacher's pocket, because a teacher is expected to be among the first to contribute generously to the Red Cross, the Guide Dog Fund, at least one church fund, and to any other community undertaking which needs money—as community enterprises are inclined to do, kingsize.

"Some of our correspondents have suggested themes for programs as well as anecdotes with which to embellish them: Remember when our

principal tore his trousers, sent them to the domestic science department for quick repairs and was caught in this negligee condition? This was the true experience of a teacher with enough sense of humor to want to share a real life absurdity with Miss Brooks' radio audience.

"Not all our mail is friendly. We get our share of bigoted mail from, for instance, people who find Miss Brooks' interest in Mr. Boynton slightly sinful. Others find Miss Brooks' normal feminine interest in pretty clothes too frivolous, and yet a third group finds something sinister in Miss Brooks' camaraderie with her boy students.

"I comfort myself by rereading a letter received from a high school sophomore, and I quote 'Dear Miss Brooks: We have a Brooks Club which meets every Sunday to hear your program. We get an e.l.c. (extra large charge) out of Miss Brooks, because she has taken the sting out of the superstition that teachers are monsters. We used to go to school with a feeling that we were entering an iron curtain country—anything might happen. Suffering from jangled nerves, we couldn't think of an answer to a question even when we knew it. Now, that we're Brooks fans, things are different. We look at our teachers in the morning and wonder if they have been hitting the bicarbonate after a breakfast like one of those Miss Brooks has to eat, and we feel real friendly toward them. We smile, and they smile back. We think we're getting twice as much out of school as we used to in the bitten-fingernail days!'"

So . . . don't be caught playing truant when *Our Miss Brooks* calls the class to order every Sunday at 4:30 p.m. CFRN, 1260 on your dial, and CFCN, 1060 on your dial.

## Public Relations Enemy No. 3

Adapted from *West Virginia School Journal*



*Any similarity between Miss Ima Duffer and real teachers, past or present, is purely coincidental.*

Do you know Miss Ima Duffer? She has a degree and has been teaching for five years. She is not a "born" teacher (whatever that is) but she "gets by." She has never had any serious trouble. However, she realizes that there is something wrong in her relationships with her pupils and with the parents. Most of them are cool towards her.

Here are a few of the things that have been building up these minus relationships. Her pupils are not certain what the homework is. They try to check by telephone but no two can agree what it was. The reason is that Miss Duffer tossed off the assignment after the bell rang and when the classes were changing. Nothing was written on the board, and sometimes even she forgets what it was. But if pupils forget—Wow! Then they get *lines* and lectures. The lectures are worse than the lines. The

### *The Case of Miss Ima Duffer*

The most important instruments in a public relations program for schools are the thousands of boys and girls who are in our classrooms, five days a week, 200 days a year. They carry home hundreds of thousands of first-hand, eye-witness reports of the schools. These oral reports of small seemingly insignificant happenings that take place in the classroom form the basis for what the people think of our schools and of us.

parents wonder how *lines* help their children to learn—*lines* never helped them to learn anything, except to dislike school.

Miss Duffer relies on sarcasm to keep order of a sort. She makes the sensitive ones squirm and the others fairly snarl. If she can't find the culprits in some classroom prank, she always punishes the whole class. This makes everyone mad, except the guilty ones.

She talks to the other teachers about the ignorance and stupidity of her pupils. She calls them dough-heads, knotheds, boneheads, mules. All this gets around and pupils and parents love her for it!

In Alberta there are 160,000 children in school from 125,000 homes with 250,000 parents. Besides, there are numerous uncles, aunts, grandparents, cousins, etc. Teachers are

*(Continued on Page 14)*

## Executive Council Meeting Alberta Teacher's Association

February 4, 1950

- A special finance meeting was held in the Head Office February 4, 1950.
- The finances of the Association were studied in detail, income, expenditures, trust funds, building fund, etc.
- John P. McClary, representing the auditors of the Association, attended as advisor.
- The secretary reported that the Imperial Bank had decided to rebuild and had asked the Association to vacate by July 1, at the latest.
- The Association had to decide whether it would be better to look for temporary quarters, returning to the new bank building, which would be completed in about two years, or to proceed with the plans to erect an Alberta Teachers' Association building. Rent in the new bank building would amount to approximately \$6,000 a year for the same space we now have, and which is insufficient.
- It was decided to authorize the architect, Kelly Stanley, to order the steel at once.
- It was decided to proceed with the construction of a two-storey building with provisions being made in the foundations for additional storeys, if and when needed.
- The architect was instructed to

call for tenders immediately, such tender to be received by March 1, following which a special meeting of the Executive will be held on March 3 and 4, 1950.

- Two hundred additional copies of *The LaZerte Report* are to be ordered. These will be available to locals and teachers at cost. Twenty-five cents a copy.

● An advertising program for 1950 was approved after presentation by Dave Wood of the Schofield and Wood Agency.

● James Fowler, principal of the Institute of Technology and Art, will be the guest speaker at the banquet of the Association which will be held in the Hotel Palliser, Calgary, April 11, 1950.

● The registration fee for the 1950 Annual General Meeting was set at \$2.75.

● M. E. LaZerte has been invited to address the Annual General Meeting on his report to the Canadian Education Association.

● Honorary Membership in the Alberta Teachers' Association will be granted posthumously to the late John Walker Barnett, secretary-treasurer of the Association, 1918 to 1946.

(Continued from Page 13)

in a strategic position to influence these parents, grandparents, and the others through the children in their classrooms. Just stop a moment and figure it out.

"Parents recall their 'good' teachers and their so-called 'bad' teachers, and these little memories have their bearing on teachers' salaries and status. Year after year, generation after generation, grownups have been 'taking out' the feeling they had as children about some distant, detested

Miss Blank or Mr. Blank in grade school or in high school."

In the *Reader's Digest*, eight out of seventy-three of the "Most Unforgettable Characters I Have Ever Met" were teachers, more than from any other occupation.

Now, pupils respect and like a teacher who can teach and who is fair.

Be certain that you know your job and that you are fair to your pupils.

# The University of Michigan

## ANNOUNCES

**15** TUITION SCHOLARSHIPS for Canadian residents who wish to participate as students in the American-Canadian Relations program at the University during the summer 1950.

The American-Canadian Relations program is intended to encourage on both sides of the border understanding of the problems, culture, and resources of the neighbor nation. To achieve this end the University offers for the American student a group of courses dealing directly with Canada. For the Canadian student the University provides a wide array of studies of American art, literature, education, history, political institutions, geography, and society. In addition, three feature programs of the summer will treat special aspects of American culture. The programs are "Contemporary Arts and Society," "The Implications of Social Security in America," and the institute on "The Law and Labor-Management Relations."

Central to the whole program is the Canada-United States Workshop in Education, wherein Canadian and American teachers come together to appraise the instruction in each country regarding the other nation. Established at the request of the Canada-United States Committee on Education, the Workshop promotes study of the textbooks of the two countries and of the vast amount of material made available through the United Nations Information Service. Participants from both countries have considerable opportunity for interchange of ideas.

### Qualifications and Procedure

1. Each scholarship will provide out-of-state tuition (\$100) for the summer.

2. The applicant should be a resident of Canada not already attending the University of Michigan.

3. The applicant should have the academic preparation which will qualify him for admission to the Graduate School.

4. The applicant should be a person who, as a result of training and present vocation, is especially fitted to participate in the program with profit to himself, his fellow participants, and his home community. Teachers, educational administrators, and others with public interest might seem to be especially qualified.

5. The applications should be secured from Dr. Ralph A. Sawyer, Dean of the Horace H. Rackham School of Graduate Studies in Ann Arbor and should be returned by April 15, 1950.

6. The successful applicants will be required to enroll in the Graduate School of the University of Michigan. If they do not wish to be candidates for a degree, they may be enrolled as unclassified students.

*For information address the Secretary of the Summer Session,  
Ann Arbor, Michigan*



## OUR LIBRARY . . .

### NEW BOOKS IN THE A.T.A. LIBRARY

#### Encyclopedia of Educational Research—

Revised edition, edited by Walter S. Monroe, *The Macmillan Company of Canada Limited*, pp. 1520.

The purpose of this book is "to prepare a general reference work in the form of an encyclopedia in which a student, a teacher, a supervisor, an administrator, a professor of education, or even an interested layman can conveniently find what educational research has revealed relative to various questions that have been studied."

All the contributors are outstanding in their respective fields and their works have been carefully edited and compiled in an excellent way. The comprehensive index in the middle of the book provides in one alphabetical list an analytical table of contents as well as references to details of research.

Remember this book if you have any questions on research topics—it is a valuable addition to *Our Library*.

#### Children and Books—

May Hill Arbuthnot, *Scott, Foresman and Company*, (in Canada from *W. J. Gage & Company Limited*), \$3.60, pp. 626.

As a textbook for children's literature courses, or as a reference book for any who wonders about children's reading, *Children and Books* "covers

the reading interests of children from two years old to fourteen or fifteen and considers not merely 'literature' but every type of reading the child enjoys, except his textbooks."

The author has presented criteria for each type of reading to help adults evaluate the different kinds of books. The selections from many fine books, included to illustrate criteria and general discussions, comprise a large sampling of children's reading.

The illustrations selected from famous children's books carry captions on the artist's style, or technique, or content.

To be really appreciated this book must be seen and examined.

#### 100 Problems in Woodwork—

William A. DeVette, *Bruce Publishing Company*, pp. 207.

"This book contains 100 splendid problems in wood. The articles range from a simple watch holder to an elegant tilt-top table. There is a kite-string reel, shoe-polishing stand, medicine cabinet, sled, coaster wagon, music stand, mantel clock, ski, casting baits, kiddie kar, etc. The instructions accompanying each article are combined with a bill of material and detailed directions to complete the job, including painting and finishing."

Any industrial art teacher will find the projects in this book (which have been selected from *The Industrial Arts Magazine*) useful in supplementing his own course and in mak-

ing assignments to students who are either ahead of or behind the average of the class.

### Effective Reading Instruction in the Elementary School—

M. E. Brown *et al*, McGraw-Hill Book Company, Inc., pp. 482.

Among the many topics covered in *Effective Reading Instruction* are the mechanics of reading, the specific objectives of silent and oral reading, the vocabulary problems of children in the elementary grade, and methods and practical suggestions for teachers.

The importance of measuring reading achievement and of using diagnostic and remedial practices is discussed along with the purposes and procedures of testing.

The authors believe that in reading instruction today the emphasis must be on "reading to learn rather than on learning to read." They claim that one of the most important objectives of reading instruction in the elementary school is the development of "a love for and a permanent interest in reading."

### Physical Fitness—

Kirkpatrick and Griffiths, *The Copp Clark Company Limited*, pp. 310.

*Physical Fitness* is "a textbook of physical education for schools and clubs." In determining the contents the authors have taken two chief things into consideration: Firstly, that the average person who teaches physical education in our schools is not a specialist; and, secondly, that in most schools the facilities and equipment for physical education work are limited.

Starting with a statement of the purpose of physical education in our schools, the authors follow up with a chapter on how to fit the physical education program to the particular situation. The rest of the book gives descriptions of group, team, and individual games, track and field activities and the organization of a track-meet, exercises, tumbling, apparatus and pyramid work, dancing, and, finally, the organization and administration of physical education.

### The Child from Five to Ten—

Arnold Gesell and Frances L. Ilg, *Harper and Brother Publishers*, pp. 475.

To any student of psychology or any teacher practicing the science *The Child from Five to Ten* should prove invaluable. It is a companion volume to the book by the same authors, *Infant and Child in the Culture of Today*. "It takes the reader through the important years from five to ten, when the child goes to school and becomes a candidate for citizenship in a complex civilization."

The distinctive behavior characteristic of each year have been studied and a rich fund of information concerning the personal growth of individual children has been assembled and analyzed.

Part One of the book deals with growth in a general sense, and includes the cycle of development, the growing mind, and parent-child-teacher relationship. Part Two discusses the *growing child* year by year. Part Three deals with the *growth complex* under the headings of motor characteristics, personal hygiene, emotional expression, fears and dreams, self and sex, etc.







## Sparks . . . .

● "Well, this is something I never expected Miss Bennett. You are the first teacher who ever called and told me anything nice about our Jimmy. His dad will be really pleased when he comes home. Now listen Miss Bennett, if there is anything I can do for any of you teachers please let me know."

● Have you sent us the questionnaire in the February Magazine? We owe an apology to the secretaries for not having included them among our readers. Secretaries are invited to fill in this questionnaire and to write *secretary* just above the word *teacher*.

● Someone has said that the Sparks column contains only half truths. Well, it must be admitted that the one about the teacher having "ulcers on his ulcers" was just barely 50% true.

● Docey Doe says: "It's the little things that annoy us. We can sit on a mountain but not on a tack."

● "You are going to be criticized anyway so you may as well be criticized after doing something worthwhile." *Acheson*.

● A teacher who was assaulted by school trustees collected \$123 in cash. Fine! Fine! The trustees were members of the Gleichen School Board. Quite a few teachers who have tried the school in Gleichen will enjoy hearing about this case.

● The Alberta School Trustees' Association magazine and *The A.T.A. Magazine* both made reference in their February issues to the ASTA hand of friendship being stretched forth towards teachers. A most unusual coincidence.

● Have you read "The Thankless

Profession" by Hugh MacLennan in our February issue? Read it, not once, but several times. Hugh MacLennan knows about teachers and their problems.

● Hugh MacLennan says that "in any relationship of three, one must inevitably be esteemed less in the eyes of the other two, and so in the relationship of three (the children, the teachers, the parents) it is against the teacher that these human antipathies are concentrated."

● MacLennan says teachers are not popular because they have authority over children which is resented. These children become parents and parents are "so enormously dependent on teachers," which is resented, not appreciated.

● Teachers are caught in another relationship of three (trustees, department, and teachers). Which one is "less in the eyes of the other two"? which group is of the least value to schools? Which is the only group that is indispensable to schools? Is that the group that is "less in the eyes of the other two"?

● Alberta may well be the first debt-free province in the world. But shouldn't some of our unexpected wealth be used to benefit the boys and girls of today in providing minimum school facilities?

● One day you may be teaching in a new school in a school division, the next week you may be transferred to the worst school in the division. All you can do is to ask the school board to reverse its own decision. There is no appeal from the decision of the board. The board is not required to give any reason for your transfer. When the board says go, you go.

# Annual General Meeting, 1950

## CALGARY MAYOR WELCOMES TEACHERS

"Learning is an ornament in prosperity, a refuge in adversity, and a provision in old age." *Aristotle.*

The teacher symbolizes the unit of action in our democratic world; the individual who will develop the leadership of tomorrow. Beginning with the time boys and girls start their school-room explorations and delight in the acquired knowledge of the three basic "R's," they travel the educational highways of life towards an ultimate destiny.

What will that destiny be; will its achievement be for the benefit of mankind? The answer in no small

measure is to be determined by the men and women who have chosen teaching as their vocation.

As we recall with pleasure and pride those who were actually associated with our training and knowledge—so we honor the same type of men and women today. The City of Calgary expresses admiration for their virtues, good wishes for their future, and a confidence in their ability to continue the march of young Canadians along the highways of learning towards a sound democratic way of life.

DON MacKAY, Mayor.

## PRESIDENT ELECTED BY ACCLAMATION

F. J. C. Seymour, vice-principal of Rideau Park Junior High School, Calgary, received his high school education in Calgary and attended Calgary Normal School 1932-33. He has taught in Table Butte, Bowness, Scotfield, Youngstown, and Shepard. He is completing his tenth year of service with Calgary Public Schools.

Mr. Seymour has been active in local association work as president of Calgary Rural Local, Calgary City Local, and Calgary Intermediate Sub-local; chairman of the Salary Conference Committee and Convention Committee, and is a member of the subcommittee for Intermediate Science and of the Education Progress Club of Calgary.

During his four years on the Provincial Executive, he has been chairman of the Discipline Committee, the



F. J. C. SEYMOUR

Library Committee, and is a member of the Board of Administrators of the Teachers' Retirement Fund. Mr. Seymour has served as president during the past year.

## NOMINATIONS FOR VICE-PRESIDENT



MARIAN GIMBY



H. J. McKIM ROSS

I wish to thank the locals that have nominated me for re-election as vice-president.

In the past year I have tried to learn the business of our Association and to cooperate loyally with other members of the Executive. The work has been most interesting. I know that I have made a valuable contribution.

These are great days for the Alberta Teachers' Association. Our horizons are broadening. We have gained the old objectives. We are shattering old precedents and forging new designs. Our hearts are high. There is a new spirit of team-play growing in the Executive. This year our Banff Workshop was a fine beginning. Next year another dream comes true—we are building a home of our own.

I appeal to everyone who supported me last year, and to the many new friends I have made. Mark your ballot for me and never fear. United

Teaching is my profession. My teaching career began in 1929 and I have been at it ever since with the exception of three years on active service with the R.C.N. followed by graduate and post graduate study at the University of Alberta.

I have served as president of the St. Paul, Smoky Lake and Drumheller Locals and the Northern and Southern Alberta Teachers' Conventions. In addition, I have acted on boards of arbitration and conciliation and have negotiated several divisional salary schedules. These experiences have given me an intimate understanding of the problems of the teachers in Alberta, both rural and urban.

I am convinced that only through the united action of the members of the Association will it be possible to improve our living and working conditions.

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we stand; we are going forward together.

# PROVINCIAL EXECUTIVE ELECTION

The following is a list of nominations of candidates for election to the Provincial Executive, for the year ending Easter 1951. In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Names	Nominated by
*President	F. J. C. Seymour, Calgary, Alberta.	Calgary City, Edmonton Elementary, Edmonton Intermediate, Edmonton High, Lacombe, Lamont, Medicine Hat City, Red Deer, Smoky Lake, Two Hills, Vermilion, Wheatland.
Vice-President	Marian Gimby, Edmonton, Alberta.	Edmonton Elementary, Edmonton Intermediate, Edmonton High, Vermilion.
	H. J. McKim Ross, Edmonton, Alberta.	Crowsnest, Drumheller, Grande Prairie, Killam, Lac Ste. Anne, Lamont, Lethbridge City, Medicine Hat City, Neutral Hills, Peace River, Ponoka, Smoky Lake, Spirit River, Thorhild, Two Hills, Vegreville, Wetaskiwin.
District Representative		
*North-western Alberta	Harry Dewar, Peace River, Alberta.	Fairview, Grande Prairie, Peace River.
*North-eastern Alberta	George Kolotyluk, Willingdon, Alberta.	Lamont, Smoky Lake, Two Hills.
Central Eastern Alberta	Ivan C. Birdsell, Forestburg, Alberta.	Killam.
	Selmer Olsonberg, Mannville, Alberta.	Vegreville.
Central Western Alberta	Arthur Allen, Red Deer, Alberta.	Lacombe, Red Deer, Stettler.
	Howard L. Larson, Ponoka, Alberta.	Ponoka.
*South-eastern Alberta	N. A. Wait, Medicine Hat, Alberta.	Medicine Hat City.
South-western Alberta	Marguerite Esplen, Lethbridge, Alberta.	Lethbridge City.
	N. A. McNair Knowles, Lethbridge, Alberta.	Lethbridge District.
	C. G. Morkley, Cardston, Alberta.	St. Mary's River.
	E. L. Pitt, Clareholm, Alberta.	Macleod.
*Calgary	E. G. Callbeck, Calgary, Alberta.	Calgary City, Wheatland.
*Edmonton	Frank J. Edwards, Edmonton, Alberta.	Edmonton Elementary, Edmonton Intermediate, Edmonton High.

\*Elected by Acclamation.

## Resolutions, Annual General Meeting, 1950

This material is confidential and the information contained therein is for the use of the members of the Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

**NOTE:** Some locals may find that their resolutions have not been printed exactly as forwarded to the office under statutory declaration. The councillors of the locals concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

1. They concern matters either in effect or being considered.
2. They are similar in content to other resolutions, one of which has been printed.

In these cases the Executive has selected the most comprehensive resolutions.

3. "Bylaws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."—Bylaw No. 22.

*There are three classifications of resolutions to be presented to the Annual General Meeting*

- (a) *those presented for consideration by the Executive Council of the Association,*
- (b) *those passed by the Annual General Meeting, 1949, and presented again for consideration at the request of the Executive Council of the Association and/or one or more local associations,*
- (c) *those presented for consideration by one or more local associations.*

### GENERAL POLICY OF THE ASSOCIATION

1. **BE IT RESOLVED**, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:

- (1) An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the province, and where they might induce to return to the

profession many teachers who have left teaching for more remunerative employment.

- (2) Adequate grants up to at least 50% of the total cost of elementary and secondary education, such grants to include

- (a) a grant per classroom,
- (b) an equalization grant, based on the assessment per classroom,
- (c) a grant per pupil, based on enrollment,

- (d) a grant per teacher, based on qualifications and experience,
- (e) a grant towards cost of transportation in centralization,
- (f) an isolation grant, based on the isolation of the school,
- (g) a building grant for schools and homes for teachers.
- (3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.
- (4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.
- (5) The establishment of higher standards for the teaching profession, including entrance requirements which are the equivalent of those for other faculties of the university, and a minimum of two years of training for certification.
- (6) The institution of a definite and dynamic recruitment campaign to get superior students to enter the teaching profession in sufficient numbers.
- (7) The discontinuance of the practice of permitting school boards to engage unqualified persons in classrooms as "correspondence supervisors."
- (8) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer. (Annual General Meeting 1949)
- 2. **BE IT RESOLVED**, that teachers be encouraged to take part in curriculum-making throughout the province with adequate provision being made for meetings during regular school time. (Annual General Meeting 1949)
- 3. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Executive Council of the Government to use the money, that is now being spent on bursaries for students in the first and second years of training in the Faculty of Education, for worthwhile scholarships to students in the third and fourth years of training in the Faculty of Education. (Executive)
- 4. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to send representatives to a joint meeting to discuss the problems of curriculum-making, in general, and in detail. (Executive)
- 5. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians to make a survey of elementary and secondary education in Alberta, the results of such survey to form the basis for minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee. (Executive)

#### **SALARIES, PENSIONS, AND GRANTS**

- 6. Whereas; on January 1, 1950, only 100 teachers in Alberta were being paid at a rate of salary less than \$1500 per year,  
**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 172 of

*The School Act* by raising the Statutory Minimum to \$1500 per year and by the deletion of the proviso to Subsection (2), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time." (Annual General Meeting 1949)

7. Whereas; the highest basic salary which may be obtained in any division by a teacher holding a master's degree is \$2700 and the highest maximum is \$4050, and Whereas; only one division has a maximum of this amount, and Whereas; this has stood unchanged since it was set in 1947, and Whereas; the maximum salary for teachers with these qualifications is a major factor in attracting to the profession people who intend to make it their life work, **BE IT RESOLVED**, that the Central Executive emphasize in their future recommendations to negotiating committees the importance of a higher maximum salary for teachers with a master's degree. (Local)
8. Whereas; the present system of collective bargaining between local group of teachers and their employing boards has, in the main, proved satisfactory, but Whereas; there is merit in the principal of one salary schedule for all teachers in the province, **BE IT RESOLVED**, that this Annual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule proposal for submission to councillors in General Meeting. (Annual General Meeting 1949)
9. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association endeavour to establish a provincial salary schedule for all classifications of teachers. (Local)
10. Whereas; the Central Executive has investigated provincial salary schedules, and Whereas; members of the Association may derive benefits from information on this topic, **BE IT RESOLVED**, that a summary of all research by the Central Executive on the subject of provincial salary schedules be published in *The ATA Magazine*. (Local)
11. Whereas; according to the terms *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control, **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any of the above reasons, without loss of pay. (Executive)
12. **BE IT RESOLVED**, that in cases where noon-hour supervision by teachers is absolutely necessary an ample recompense be made for such supervision. (Local)
13. Whereas; towns coming into divisions may find that salaries of present teachers are above the divisional schedule, and Whereas; when schedules are changed from *positional* to *single* form, some salaries are higher than they would be under the single schedule, **BE IT RESOLVED**, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule." (Executive)
14. Whereas; the inadequate grants for elementary and secondary schools have resulted in inadequate salaries for teachers, which is the primary cause of the continuing shortage of teachers in Alberta,



- BE IT RESOLVED, that the Alberta Teachers' Association continue the campaign to obtain provincial grants of at least 50% of the total cost of elementary and secondary education. (Annual General Meeting 1949)
15. BE IT RESOLVED, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Commons and the Senate from Alberta to support legislation for federal aid for schools. (Annual General Meeting 1949)
16. BE IT RESOLVED, that we petition the provincial government to establish special capital grants to aid in the building of new schools and teacherages. (Annual General Meeting 1949)
17. BE IT RESOLVED, that the Executive Council of the Association be asked to make recommendations to the next Annual General Meeting with respect to increased benefits under *The Teachers' Retirement Fund Act* and Bylaws. (Executive)
18. BE IT RESOLVED, that the Alberta Teachers' Association ask the Executive Council of the Government to make provision in *The School Act* that an award of a board of arbitration in respect to salary disputes between a school board and its teacher employees be made binding on both parties. (Annual General Meeting 1949)
19. BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association ask the executive of the Alberta School Trustees' Association to set up a panel of chairmen available for boards of arbitration in the matter of salary disputes between boards and locals, all of whom are acceptable to the Alberta School Trustees' Association and the Alberta Teachers' Association, and who have signified their willingness to accept the appointment if and when asked through the Department of Labour. (Executive)
20. Whereas; most retiring teachers reach their sixty-fifth birthday sometime during the school year, and  
Whereas; there is a shortage of teachers, and  
Whereas; it is a decided inconvenience to boards to lose a teacher (often a principal) in midterm,  
BE IT RESOLVED, that teachers on the completion of the school year in which their sixty-fifth birthdays come be allowed to include said year in computing retirement allowance. (Local)
21. BE IT RESOLVED, that those years during which an Alberta teacher has been on leave of absence but still under contract with his school board be counted as years of pensionable service, and further  
BE IT RESOLVED, that contributions be accepted for any such years subsequent to 1939. (Local)
22. Whereas; the present Alberta Government has instituted and encouraged the centralization of schools which has resulted in the envy of other provinces and many states in the Union, and  
Whereas; many school divisions and districts, in accordance with this policy, have undertaken extensive building obligations, e.g., Lethbridge School Division No. 7 which has let \$592,000 in building contracts alone since 1946, and  
Whereas; the Highway Traffic Board is rightly insisting on a better type of school van, thus involving further extensive capital outlay, and  
Whereas; land and property taxes



are already severely strained, and Whereas; the provincial government has a far greater revenue than at any other time in the history of the province,

**BE IT RESOLVED**, that this Association go on record as petitioning the members of the Alberta Legislative Assembly to institute a 50% capital grant to education for such items as adequate school buildings, playing fields, vans, furniture and fittings, etc., and further to make more monies available for operational costs such as instructional supplies, libraries, transportation, teachers' salaries, improvement of van roads, etc. (Local)

23. Whereas; the depletion of our na-

#### **TENURE**

25. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations. (Annual General Meeting 1949)

26. Whereas; *The School Act*, as amended in 1949, makes provisions for scholarships by districts for teacher-training, and Whereas; the Department of Education has circularized school boards, asking them to share in the cost of these bursaries, **BE IT RESOLVED**, that we ask the Department of Education to

tural resources is resulting in a large increase in provincial revenues; and

Whereas; this depletion of one capital asset should be offset by expenditures on lasting improvements;

**BE IT RESOLVED**, that the provincial government be requested to institute grants covering at least 50% of the cost of all new school buildings. (Local)

24. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 100 days. (Executive)

take the steps necessary to insure that teachers who have accepted bursaries from school boards are not bound to a contract with that board, nor obligated to accept employment with the board at that board's convenience but that they should be permitted to accept employment with other school boards if they have not been placed by the board in a specific school on or before July 15. (Executive)

27. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the government to amend the present legislation rights giving school boards the right to transfer teachers only at the end of any school year and during a school year only when mutually agreed upon by all parties concerned, such amendments to make provision for appeal of any notices of transfers of teachers. (Local)

#### **LIVING AND WORKING CONDITIONS OF TEACHERS**

28. **BE IT RESOLVED**, that the Department of Education be asked

to set a maximum number of pupils for any classroom at 32

and that, in case a grant per pupil enrollment is included in the grant regulations, no grant be made for more than 32 pupils for each "home" classroom. (*Annual General Meeting 1949*)

29. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to negotiate with the Alberta Teachers' Association and the Alberta School Trustees' Association, all regulations of the Department of Education in which teachers' interests are concerned. (*Annual General Meeting 1949*)

30. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education that, in all schools, provision be made for adequate staff rooms, including principal's office and a general staff room. (*Executive*)

31. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities. (*Executive*)

32. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to all locals that in

their collective agreements provision be made for the school boards to supply stenographic and clerical assistance to principals, vice-principals, and teachers. (*Executive*)

33. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association and the Department of Education to provide time off for principals and teachers in order to look after details of administration and/or preparation of material for classroom instruction. (*Executive*)

34. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to negotiate with the Association in regard to the relationships between teachers, principals, and superintendents, and in the matter of advertising staff vacancies. (*Executive*)

35. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to advertise all vacancies within the Department of Education in *The ATA Magazine*, giving details of academic and professional qualifications, experience required, and salary. (*Executive*)

## LEGISLATION

36. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,  
**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 171, Subsection (6) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district." (*Annual*

*General Meeting 1949*)

37. Whereas; the Alberta Teachers' Association views with alarm the encroachment on the rights and duties of the Department of Education by the Department of Municipal Affairs as evidenced by:

- (1) Section 293a of *The School Act*.
- (2) The recommendations of the Judge Report.
- (3) The appointment of the

Deputy Minister of Municipal Affairs, as a Commission under the terms of Section 293a of *The School Act*.

(4) The proposal by the Minister of Municipal Affairs that an experimental unit of administration be set up in Alberta in which the schools would be under the control of municipal councils,

**BE IT RESOLVED**, that (1) the Alberta Teachers' Association ask the Executive Council of the Government to amend *The School Act* by deleting Section 293a, (2) the Alberta Teachers' Association inform the Executive Council of the Government that the Alberta Teachers' Association is opposed to any scheme of local government in which there is no provision for an independent school board, responsible to the electors only. (*Annual General Meeting 1949*)

38. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 178, Subsection (1) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed. (*Annual General*

*Meeting 1949*)

39. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* giving school boards the right to negotiate with the local associations of the teachers with respect to holiday periods, having regard to transportation facilities and to the minimum holidays provided in *The School Act*. (*Executive*)

40. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to make provision to have *The School Act* revised *in toto* in order to (1) simplify the regulations and (2) delete all sections that are obsolete. (*Executive*)

41. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of educational nature. (*Annual General Meeting 1949*)

#### ORGANIZATION, ADMINISTRATION, AND PROFESSIONAL TRAINING

42. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities,

**BE IT RESOLVED**, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education (1) a course in ethics and professionalism such as is given in other faculties, (2) a requirement that all mem-

bers of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association. (*Executive*)

43. **BE IT RESOLVED**, that the Central Executive be requested to distribute electoral ballots by September 15 so that they may be considered by sublocals before the fall conventions. (*Local*)

44. **BE IT RESOLVED**, that this organization go on record as desiring the receipt of electoral ballots at least three months before the election date. (*Local*)

45. **BE IT RESOLVED**, that Bylaw No. 19 be changed to read "one councillor for each 100 or fraction thereof." (Local)
46. Whereas; the geographic district of Peace River is of very considerable extent; and  
Whereas; the travelling which should be done by a geographic representative in conscientiously pursuing his duties as such, is made extremely difficult by the limited transportation facilities and great distances, and  
Whereas; there is a natural boundary which would conveniently divide this district into two portions, namely the Peace River, **BE IT RESOLVED** that in the interests of better representation, the geographic district of Peace River be divided into two districts and a geographic representative be elected from each. (Local)
47. **BE IT RESOLVED**, that increased centralization in educational administration be a topic for discussion at the Alberta Teachers' Association Workshop in the summer of 1950. (Local)
48. Whereas; the lack of interest in some sublocals regarding Alberta Teachers' Association affairs may be the result of failure to distribute adequate information on these matters to the membership, **BE IT RESOLVED**, that the Central Executive explore and act upon means and methods of keeping the teaching body better informed on Alberta Teachers' Association matters. (Local)
49. **BE IT RESOLVED**, that the councillors from each local be allowed not more than five minutes to speak to any resolution proposed by the local. (Local)
50. Whereas; the need for improved public relations is felt by the

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## Sunburst MOTOR COACHES Ltd.

general teaching body, and since the Central Executive of the Alberta Teachers' Association has placed the stamp of approval upon a program of public relations betterment as evidenced by the institution of the Banff Workshop,

**BE IT RESOLVED**, that a functioning committee be set up by the Provincial Executive to act as a Publications Board and that among other duties this board be required to

(1) consider the appointment of

a fulltime director of publicity or public relations officer, who might also serve in the capacity of editor of *The A.T.A. Magazine*,  
(2) supervise the general policy of *The A.T.A. Magazine*,  
(3) consider the adoption of policies suggested by the membership through Alberta Teachers' Association locals,  
(4) study ways and means of improving *The A.T.A. Magazine* and making it more useful to teachers. (**Local**)

#### **PUBLIC RELATIONS AND EDUCATIONAL PUBLICITY**

51. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and  
Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of

the objectives of education in Alberta, and not to public indifference to education,

**BE IT RESOLVED**, that every local be urged to set up a public relations committee, which committee shall be responsible for

(1) sending news of local interest to the local press,  
(2) sending news of provincial

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# EATON'S

interest to the Alberta Teachers' Association Head Office,

(3) assisting the Alberta Educational Council publicity campaign and all other campaigns interested in the welfare of our schools, (4) cooperating with the press through advising them of educational events of interest and news value, and further

**BE IT RESOLVED**, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties. (Annual General Meeting 1949)

52. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Executive of the Alberta School Trustees' Association to arrange for representatives of both groups to meet at least once a year to discuss common problems re schools and teachers, including conditions of employment. (Executive)

53. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association be instructed to ask the Department of Education, the Faculty of Education, the Alberta School Trustees' Association, and any other group that may make statements to the public in regard to teachers' salaries, qualifications, training, tenure, etc., to use reasonable care that the statements are correct and complete. (Executive)

54. Whereas; it may be that more publicity in support of the interests of the Association would influence the enactment of favourable legislation,

**BE IT RESOLVED**, that our Association, through its Central Executive, conduct a campaign by press and radio before each session of the legislature, such campaign to be for increased grants for education or any problem we may have as a profession. (Local)

The A.T.A. Magazine



## SELECTION AND TRAINING OF TEACHERS

55. Whereas; the qualifications for entrance into the Faculty of Education of the University of Alberta have been lower than those required for entrance into the other faculties, with the inevitable result that the status and prestige of the teaching profession have been, and are being impaired thereby,

**BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, the Board of Teacher Education and Certification, and the Faculty of Education of the University of Alberta that the qualifications required for entrance into the Faculty of Education be raised to the equivalent of the qualifications required for entrance into the Faculty of Arts and Science. (Annual General Meeting 1949)

56. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching,

**BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board of Teacher Education and Certification that the one-year program of teacher-training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification. (Annual General Meeting 1949)

57. **BE IT RESOLVED**, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards be encouraged to send teachers

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to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid. (*Annual General Meeting 1949*)

58. **BE IT RESOLVED**, that control of number of teachers certificated each year be placed within the control of the Alberta Teachers' Association. (*Annual General Meeting 1949*)

59. Whereas; in the past no selection of applicants to the Faculty of Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,

**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provi-

sion for the adoption of some system of teacher selection, which should include a recommendation from the principal of the school from which the applicant has obtained his grade XII training, personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching. (*Executive*)

60. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Board of Teacher Education and Certification that any proposed revision of the teacher training programs in the Faculty of Education should include the following:

- (1) provision for more general courses,
- (2) the elimination of the repetition of methodology,

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(3) provision for more observation of good teaching practices.

(Executive)

61. **BE IT RESOLVED**, that the Board of Teacher Education and Certification be asked to make available in the Master of Education program courses that would be useful to teachers and principals, such as administration, supervision, and guidance.

(Executive)

62. **BE IT RESOLVED**, that the Alberta Teachers' Association Executive urge the Department of Education to insist that all teachers from other provinces hold proper qualifications and certification before being permitted to teach in Alberta, and that this also apply to those at present holding teaching positions, before they be permitted to continue teaching in Alberta. (Local)

63. Whereas; salary schedules give

payment for training and experience, and

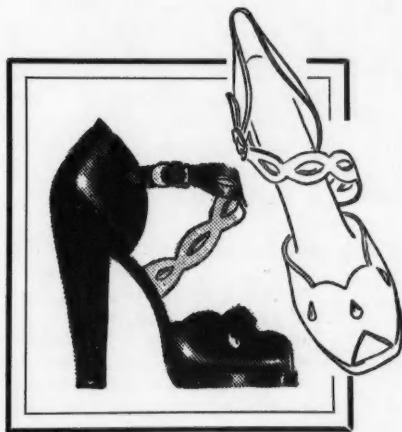
Whereas; the evaluation of training affects the salary of individual teachers to a considerable degree, and

Whereas; individual teachers have been trained at institutions outside of Alberta, and

Whereas; the professional body of medicine, dentistry, and law have a strong voice in the evaluation of the professional competence of their members, and

Whereas; the Alberta Teachers' Association is a professional body,

**BE IT RESOLVED**, that the Alberta Teachers' Association take steps to gain a commanding position on the committee for evaluating professional training in terms of Alberta degrees and certificates. (Local)



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## MISCELLANEOUS

64. Whereas; there are other professional groups which are allowed certain special deductions pertaining to professional expenses, when filing income tax returns, and

Whereas; no such equal consideration is granted for similar conditions within the teaching profession,

**BE IT RESOLVED**, that the Alberta Teachers' Association Executive be urged to continue to press for like consideration for the teaching profession. (Annual General Meeting 1949)

65. **BE IT RESOLVED**, that the Executive of the Alberta Teachers' Association be asked to study *The Dominion Income Tax Act* and how it affects the net income of teachers and of other persons on salaries. (Executive)

66. Whereas; teachers moving from a division with a health scheme lose benefits of such a plan when moving to a division with no plan,  
**BE IT RESOLVED**, that the Alberta Teachers' Association adopt a group health insurance plan. (Local)

67. Whereas; teachers spend a considerable sum for improving their

professional status each summer, and

Whereas; teachers spend a large sum on textbooks,

**BE IT RESOLVED**, that expenses incurred by a teacher attending summer school and for the purchase of textbooks be deductible from income tax. (Local)

68. Whereas; in the past, teachers have contracted with school boards in good faith, to find later that the school boards and their teachers had not completed salary contracts, and the boards concerned were consequently black-listed by the Alberta Teachers' Association putting the teachers in an embarrassing position with the Alberta Teachers' Association,

**BE IT RESOLVED**, that lists of such school boards be published in the June issue of *The ATA Magazine* and revised immediately when necessary on the summer school bulletin board. (Local)

69. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to select or prepare for use of the teachers in Alberta schools a handbook on *English Usage*. (Executive)

## RESOLUTIONS REFERRED TO THE A.T.A. EDUCATION CO-ORDINATING COMMITTEE

*By regulation of the Annual General Meeting all resolutions dealing with curriculum, examinations, etc., are referred to The A.T.A. Education Coordinating Committee for investigation and report. The following resolutions come under this category:*

70. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to consolidate curriculum material distributed to the teachers with a view to simplifying the present system. (Executive)

71. **BE IT RESOLVED**, that no stu-

dent be permitted to enrol for Trigonometry without at least a B standing in Algebra 1. (Local)

72. **BE IT RESOLVED**, that modifications of the junior high school language texts be considered with a view to increasing the emphasis on formal grammar. (Local)

73. **BE IT RESOLVED**, that the Annual General Meeting encourage the Department of Education in the establishment of a course in *Family Living Education* for Alberta high schools. (Local)

74. **BE IT RESOLVED**, that an adequate supply of readers be made available at the beginning of each school year. (Local)

75. Whereas; the present program for permanent certification calls for a repetition of Ed. 360 or Ed. 460, and

Whereas; the repetition of Ed. 360 or Ed. 460 is not a new or different course, and

Whereas; most of the repetition of Ed. 360 or Ed. 460 is done in summer session when there is no practice teaching; the time spent on repetition of Ed. 360 or Ed. 460 could be more profitably spent on another course, e.g., guidance, and

Whereas; one course passed should be one course finished, **BE IT RESOLVED**, that it will be no longer required for teachers to repeat Ed. 360 or Ed. 460 for permanent certification.

(Local)

76. Whereas; students in the Faculty of Education and in combined courses have difficulty in ascertaining the courses required for certification,

**BE IT RESOLVED**, that the Alberta Teachers' Association take steps to advise the Faculty of Education that a clear-cut list of required courses be drawn up and inserted in the University of Alberta Calendar. (Local)

## LIST OF VOTERS

(Additions to List in February Issue)

Mary Almond; John E. Appleby.

Mrs. Lillian Bell; Marion Bostock; Mrs. E. G. Brickman; W. S. Brodie; Mrs. Mollie Bury.

Mrs. Muriel Carl; Mary M. Connelly; Mrs. Therese Cournoyer.

Mrs. Pauline Dobko; Ethel Donaldson; Mrs. Lucille Duchak.

Eivi Daneluk; Miss C. Day.

Clara Edlund.

Oscar Fadum; Mrs. Florence Forseth. Leroy H. French.

Mrs. L. Garvey; Mrs. Jintie Graham; Mrs. Lois Green; Frank Guilloux.

Mrs. Dora G. Haebler; S. Hale; Mrs. E. Harrington; Mrs. Harriet M. Heath; Mrs. Alyce Hildebrandt; Mrs. Lillian Hughes; Mrs. W. E. Huppie; Irene Hutton.  
Miss L. N. A. Hakanson; Mrs. Vera Haslin; Miss M. B. Hoey.

Shirley Ivall.

Mrs. M. Jenkins.

J. Kachuk; Dixon J. J. Keane; Olive Kelly; Mrs. B. M. Kitchenmaster.

Helen Lerke; Mrs. Emma Lien; Mrs. Mary E. Lind; Mrs. Hannah M. Lyseng; Phyllis Lyseng.

Mrs. A. McBride; Frances McConnell; Norma M. McEwen; G. D. McFarlane; Mrs. Marion McKay; Mrs. R. S. McLeod; Mrs. Velma McLeod; Mrs. Annie B. Maloney; Mrs. Etha M. Metz; Mrs. Bertha Monaghan; Mrs. K. Morimoto; Mrs. Edna Moyer; Mrs. E. Murray.

Mrs. Winnifred Mathison; Fred Milton; Mrs. R. McGimpsey.

Mrs. I. Naglorin; Mrs. Alice Ness; Mrs.

Anna Nord; Miss A. M. Nowicki; John Nykitoruk.

Mrs. A. Olson; Mrs. Lois Olson.

Anne Palynchuk; L. Phillip.

Rose M. Quilichin.

Mrs. M. Robins; Mrs. M. E. Roberts; Nevin Rose; Norma Ryan.

Mrs. Elsie Simmermon; Mrs. M. Simpson; Kenneth Smith; Mrs. Jean Stanley; Mrs. Ivy Stevens; Mrs. Dorothy Stickie.  
John Sawchuk; Mrs. Grace Schwarz; C. T. Spencer.

Miss Ina Teigen; R. Stanton Tenove; Thelma Thompson; Annie Trynchuk.  
Miss E. M. Thompson; Miss M. Thomson.

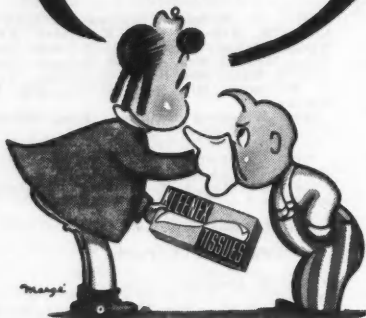
Louise Walde; Mrs. Gertrude Wallace; May Ward; Mrs. Mary I. Wiens; Mrs. Anna Williams.  
Mrs. L. E. White.

Miss G. M. Zabolotney.

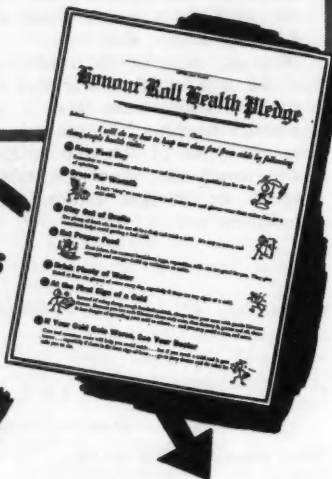
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# Financial Report

To the Members of the  
Alberta Teachers' Association.

February 27, 1950.

Ladies and Gentlemen:

We submit herewith Balance Sheet of your Association as at December 31, 1949, Revenue and Expenditure Statement for the year ended that date, together with Balance Sheet and Revenue and Expenditure Statement of *The A.T.A. Magazine* for the same date and period.

We have audited the Association's books, accounts and records for the year 1949, and report that we have received all the information and explanations we have requested, and that all of our requirements as auditors have been complied with. In our opinion, the accompanying Balance Sheet is drawn up so as to exhibit a true and correct view of the financial position of the Association as at December 31, 1949, and the Revenue and Expenditure Statement correctly reflects the results of operation for the year then ended, according to the best of our information, the explanations received by us, and as shown by the books of the Association.

Bank balances and securities representing the Investments have been verified by us. During the year, purchases of securities consisted of \$10,000.00 Province of British Columbia 3% Bonds and \$15,000.00 City of Calgary 3½% Bonds; while securities disposed of were \$5,000.00 Dominion of Canada 3% Bonds and \$4,000.00 City of Calgary 3½% Bonds. Additions to Office Equipment totalled \$1,364.30.

Operations for the year have resulted in a Surplus of \$6,221.66 on general account and a Deficit of \$3,680.41 on *The A.T.A. Magazine*, or a net Surplus of \$2,541.25. The Association's net assets, or members' equity, now total \$135,418.13, composed of total Assets as shown on the Balance Sheet of \$139,799.75, less Liabilities shown of \$4,381.62.

In accordance with a resolution of the Association's Executive, an amount of \$15,000.00 was transferred from Surplus to the Building Fund Reserve. In addition, due to the devaluation of the pound sterling, a transfer of \$4,200.00 has been made from Surplus to a Reserve for Devaluation of Investments to provide for any loss on realization of certain sterling securities of the Province of Alberta held by the Association in case of sale or of redemption by the Province.

Appropriations to Trust Funds from Revenue during the year totalled \$11,825.21, composed of \$9,000.00 from General Revenue and \$2,825.21 from Investment Earnings, the latter being at the rate of 3% per annum on the balances of Trust Funds Reserves at December 31, 1948, which were represented by productive assets. Details of these appropriations are as follows:

Trust Fund	From General Revenue	From Investment Earnings	Total
Scholarships .....	\$1,000.00	\$ 371.51	\$ 1,371.51
Research .....	1,000.00	330.00	1,330.00
Library .....	1,000.00	330.00	1,330.00
Building .....	3,000.00	647.34	3,647.34
General .....	3,000.00	1,146.36	4,146.36
	<u>\$9,000.00</u>	<u>\$2,825.21</u>	<u>\$11,825.21</u>

During the year an amount of \$300.00 was disbursed for the John W. Barnett Memorial Scholarship. As this amount was less than the earnings of the Scholarship Trust Fund for the year, it has been charged to the Scholarship Trust Fund Reserve.

We shall be pleased to supply any further information which may be desired at any time.

All of which is respectfully submitted.

PATRIQUIN, DUNCAN, McCLARY, McCLARY & KING  
Chartered Accountants.

By: John P. McClary.



## ALBERTA TEACHERS' ASSOCIATION

## REVENUE AND EXPENDITURE STATEMENT

		YEAR ENDED DECEMBER 31, 1949	
REVENUE AND EXPENDITURE STATEMENT			
Revenue			
Fees .....	66,170.77	Publicity .....	3,373.40
Less Transferred to The A.T.A. Magazine .....	9,000.00	Less Receipts from Handbook .....	13.00
Investment Earnings .....	3,439.05	Fall Conventions .....	3,415.00
	60,609.82	Less Receipts Applied .....	1,243.28
		Banff Workshop .....	3,500.28
		Less Receipts Applied .....	1,793.15
Expenditure		Annual General Meeting .....	4,270.80
Office and Administration,—		Executive Meetings .....	4,117.98
Salaries .....	13,315.10	and Expenses .....	618.70
Honoraria .....	400.00	Library Committee .....	330.00
Postage and Excise .....	195.18	Less Revenue Applied .....	288.70
Printing, Stationery and Office Supplies .....	1,534.08	Research Committee .....	519.50
Telephone and Telegraph .....	858.36	Less Revenue Applied .....	330.00
Rent .....	778.00	Committees .....	505.69
Audit and Accounting .....	356.00	Salary Negotiations .....	2,340.56
General Expenses .....	611.46	Canadian Teachers' Federation Fees .....	2,328.00
Interest and Exchange .....	134.09	Alberta Educational Council Trust Funds Appropriations—	500.00
Unemployment Insurance .....	139.90	From General Revenue ..	9,000.00
Office Repairs and Renewals .....	233.28	From Investment .....	2,825.21
Depreciation of Office Equipment .....	870.02	Earnings .....	11,825.21
Law Costs and Legal Retainer .....	572.36		54,388.16
Board of Reference .....	235.80	Net Surplus, being excess of Revenue over Expenditure, for the Year Ended December 31, 1949 .....	6,221.66
Adjustment of Grievances .....	388.08		
Organization .....	160.76		

## THE A.T.A. MAGAZINE

## BALANCE SHEET—DECEMBER 31, 1949

## Assets and Deficit

Accounts Receivable .....	1,578.32
Less Reserve for Bad Debts .....	200.00 1,378.32
Office Equipment .....	83.05
Less Reserve for Depreciation .....	66.44 16.61
Deficit (Alberta Teachers' Association) — Year Net Deficit for Year 1949....	3,680.41
Deduct— Net Transfers from Alberta Teachers' Association .....	470.32
Balance of Surplus December 31, 1948 .....	1,202.44 1,672.76
Balance December 31, 1949 ..	

## Liabilities

Bank Overdraft .....	2,280.70
Accounts Payable .....	1,121.88
	<u>3,402.58</u>

REVENUE AND EXPENDITURE STATEMENT  
YEAR ENDED DECEMBER 31, 1949

Revenue	Expenditure
Advertising .....	Administration and Salaries .....
Subscriptions .....	Printing of Magazine (10 issues) .....
	Commissions on Advertising .....
Total Revenue .....	Postage—Magazine .....
	Postage—General .....
	Audit and Accounting .....
	Services .....
	Exchange .....
	Rent and Janitor .....
	Stationery and Supplies .....
	Mimeographing .....
	Operating Deficit .....
	Add— Provision for Depreciation of Office Equipment ....
	Provision for Bad Debts .....
	Net Deficit for Year Ended December 31, 1949 .....

**ALBERTA TEACHERS' ASSOCIATION**  
**DECEMBER 31, 1949**  
**BALANCE SHEET**

Assets	Liabilities,—	Liabilities, Reserves and Surplus
Cash on Hand .....	Accounts Payable .....	726.68
Cash in Imperial Bank .....	Locals Fees Payable (Net) .....	1,647.29
of Canada .....	The A.T.A. Magazine .....	2,007.65
4,746.51		4,381.62
Department of Education and Divisional School Boards (Estimate of Fees not yet received) .....		
Cash Advanced for Executive Expenses .....		
481.41		
Accounts Receivable .....		
455.59		
Stationery on Hand .....		
1,000.00		
11,881.04		
Office Equipment .....	Trust Funds Reserves,—	
8,700.20	Scholarships .....	13,455.15
Less Reserve for Depreciation .....	Research .....	12,000.00
6,232.61	Library .....	12,000.00
2,000.53	Building .....	45,337.34
Less Reserve for Depreciation .....	General .....	42,358.53
1,700.43		125,151.02
300.10		
2,767.69		
500.63		
500.63		
Trust Funds Assets,—	Surplus,—	
Cash in Imperial Bank of Canada .....	Balance .....	26,925.86
Securities of the Dominion of Canada, Provinces of Alberta, British Columbia and Saskatchewan, Cities of Calgary and Edmonton, and The Hydro-Electric Power Commission of Ont. (At Cost) .....	31, 1948 .....	
116,221.96	Surplus for the Year .....	6,221.66
1,281.28	1949 .....	
Accrued Interest .....	Less Magazine Deficit for 1949 .....	3,680.41
4,793.10		2,541.25
Mortgage .....		29,467.11
Real Estate—Land and Advance Building Costs .....	Deduct,—	
6,554.05	Transfer to Building Reserve .....	15,000.00
129,351.02	Transfer to Reserve for Devaluation of Investments .....	4,200.00
Less Reserves for Devaluation of Sterling Securities Held .....		19,200.00
4,200.00		
125,151.02	Balance December 31, 1949 .....	10,267.11
139,799.75		
139,799.75		

## Letters . . . .

### INDEPENDENCE OF SCHOOL BOARDS

December 28, 1949.

Dear Sir:

I have been instructed to submit to you the following resolution passed at a recent meeting of the Directors of the Canadian Teachers' Federation:

"THAT the Canadian Teachers' Federation regards with increasing concern the growing tendency threatening the broad democratic base of public education by limiting, transferring, or nullifying the powers of the existing local bodies in whose hands to a very large extent the responsibility for public education has traditionally rested. The Canadian Teachers' Federation is opposed to further centralization of fiscal control if such control is to be transferred to municipal councils or other bodies not established primarily for educational administration."

We hope that you will give this matter your careful consideration and see fit to add your voice to those who oppose the transfer of control indicated in this expression of concern.

Yours sincerely,

Canadian Teachers' Federation,  
(Signed) George G. Crookery,  
Secretary-Treasurer.

Replies were received from the following:

January 3, 1950.

"I desire to acknowledge receipt of your letter of December 29 informing me of the resolution passed by the Directors of your Federation."

Hon. C. E. Gerhart,

Minister of Municipal Affairs  
and Provincial Secretary.

January 3, 1950.

"I thank you for your letter of December 29, setting out a resolution of your Association, expressing

March, 1950

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ON THE STORY OF  
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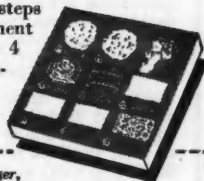


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Toronto, Winnipeg, Saskatoon

opposition to further centralization of schools in the hands of municipal bodies."

Hon. Lucien Maynard,  
Attorney General.

January 3, 1950.

"This is to acknowledge receipt of your letter of December 29, containing a resolution passed at a recent meeting of the Directors of the Canadian Teachers' Federation.

"The contents of this resolution have been noted and will be given consideration."

Hon. Ivan Casey,  
Minister of Education.

January 3, 1950.

"This will acknowledge yours of December 29 containing a copy of a resolution bearing on the powers of local school authorities. This will be brought to the attention of the Minister of this Department."

Dr. W. H. Swift,  
Deputy Minister of Education.

January 4, 1950.

"This will acknowledge receipt of your letter containing resolution registering opposition to the centralization of fiscal control by placing the control of school administration under municipal councils or other bodies.

"I may say that it is the intention of the Alberta Government to introduce this type of local government in the near future, probably at the session to be called in February of this year.

"The Alberta School Trustees' Association has registered its opposition to the proposal in no uncertain terms for the past two years. A strong resolution was passed at our annual convention held last November. The resolution was presented to the Provincial Cabinet in December, and the Legislative Committee was informed that two or three districts would be set up to administer schools, municipal affairs and hospitals, all with coterminous boundaries. If this experiment proved satisfactory to the people the scheme would be enlarged.

The A.T.A. Magazine

This decision was arrived at in spite of strong opposition both from the Alberta School Trustees' Association and the Association of Municipal Districts.

"Our Executive is of the opinion that you should enlist the active support of the Alberta Teachers' Association in strong opposition to this centralized form of local government."

Alberta School Trustees' Association.

Mr. A. G. Andrews,

General Secretary.

January 9, 1950.

"With reference to your letter of December 29, the resolution contained therein has been submitted to the Cabinet for consideration."

R. A. Andison, Clerk of the  
Legislative Assembly.

January 16, 1950.

"On my return to the City, after an absence of three weeks, your letter of the 29th ultimo, relative to the resolution passed at a meeting of the Directors of the Canadian Teachers' Federation, was awaiting attention.

"I shall be glad to give the matter consideration at the time any action is contemplated or taken in regard to the resolution."

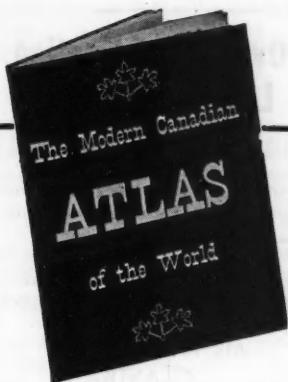
N. E. Tanner,  
Minister of Lands and Mines.

January 3, 1950.

"This will acknowledge receipt of your letter containing a resolution imposing the idea that Municipal bodies should be responsible for the employing of teachers.

"It is my opinion, after having had experience on both sides of the fence, that it is wrong to have any body of people charged with the employing of teachers and not having the direct responsibility of securing from the ratepayers the necessary funds. While it has been suggested by some that the Municipal Councillors are not a competent group to look after the employment of teachers, this idea to me is ridiculous. They are in most

March, 1950



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cases farmers and parents and are equally as capable to do the job in the interests of education as are those who are doing the job today. This does not cast any reflection on the ability of those presently on school boards. I am sure that these same men generally would make equally competent Councillors. It is my judgment that such an arrangement as you are opposing in your resolution is sound in principle and practical in its application."

Hon. D. A. Ure,  
Minister of Agriculture.

**EDITOR'S NOTE:** Teachers are asked to read the Hon. Mr. Ure's reply carefully. It is based on an opinion that is held by a number of people. However, those who support this opinion should be asked to consider the idea further. If the municipal councils can run the schools better than school boards perhaps the dominion government might run the provinces better than a number of provincial governments. That is, if it is just a matter of who collects the money. If the dominion government collected, in addition to income taxes, all revenues from natural resources, the sale of liquor and the sale of gasoline, it might be in the interests of economy and efficiency to turn everything over to the dominion government as they are elected by the very same people, who, to quote Mr. Ure, "are equally as capable to do the job in the interests of (substitute province for education) as are those who are doing the job today." All we ask is that Mr. Ure and other members of the Alberta government regard the special interests of municipal councils and school boards respectively in the same way that they regard the special interests of the federal and provincial governments respectively.





## Official Bulletin, Department of Education

No. 129

### Second Class Certificates

The new regulations governing certification of teachers appear elsewhere in this issue. Holders of second class certificates will be interested in sections 12 and 13 of the new regulations. The procedure necessary to obtain the newer type of certificate is as follows:

1. Holders of Permanent Second Class Certificates who have attended one summer session with satisfactory completion of two approved courses are entitled to apply for the Permanent Elementary and Intermediate School Certificate. Each applicant should in his letter of application submit a recommendation from a school inspector on the prescribed form which has been supplied to all inspectors. Applicants should not send in their certificates as copies of these are already on file at the Department of Education. Applications should be addressed to the Deputy Minister, Department of Education, Edmonton. The new regulations are not effective until July 3 but applications will be received now, or at a later date, and the new certificates will be mailed out after July 3, 1950, in the order in which applications are received. Teachers will note that only holders of Permanent Second Class Certificates are eligible for the higher type of certificate.

2. Holders of the Interim Second Class Certificates who wish to become eligible for the Elementary and Intermediate School Certificate are strongly urged to attend summer school to make their Interim Second Class cer-

tificates permanent. As soon as such certificates become permanent the holders will qualify for the Permanent Elementary and Intermediate School Certificate on the recommendation of a school inspector. There is no time limit for attending summer school. Teachers who are unable for any reason to attend summer school in 1950 may do so in 1951 or 1952 or later, but the new certificate cannot, of course, be sent to such teachers until their Second Class Certificates become Permanent.

### National Wild Life Week

This year National Wild Life Week is to be observed during the week of April 9 to 16, with April 16 being observed in the churches as Nature Sunday.

By a special act of Parliament this week has been set aside to commemorate and perpetuate the splendid work of Jack Miner, Canada's greatest and most well-loved naturalist. Jack Miner has become a world-renowned symbol of kindness to birds and animals. In him children may find the greatest inspiration for their lessons on conservation.

This week may be observed in Alberta's schools by a study of Jack Miner's work and the performance of short classroom projects — drawing, posters, story-reading, birdhouse construction, essays, etc., appropriate for the various grade levels.

### Procedure for Exchanging Certificates

Elsewhere in this issue appear the new regulations concerning Certificates.  
(Continued on Page 53)

## Regulations Governing Certification of Teachers

A Teacher's Certificate shall not be issued to any person who is not a British subject.

In these Regulations the words "An Inspector of Schools" shall be held to include the Chief Superintendent of Schools, a High School Inspector, a Superintendent of a School Division, or any officer of the Department who is instructed to inspect or supervise the work of teachers.

### Part A—General Certificates

1. (a) Except as otherwise provided herein, the certificates issued hereinafter by the Minister of Education shall be of the following classes:

Standard E Certificate,  
Standard S Certificate,  
Professional Certificate.

(b) The Minister may also issue Temporary Licenses.

2. (a) The range of school grades throughout which each of the teachers' certificates mentioned in 1 (a) is a valid license to teach is shown in the following schedule:

Certificates	Grades
Professional Certificate .....	I-XII
Standard S .....	IV-XI
Standard E .....	I-IX

(b) A Temporary License shall be valid for the teaching of grades I-IX inclusive.

3. (a) A person who has completed satisfactorily an approved first year program of the University of Alberta prescribed for teachers of the elementary and junior high school grades, may be granted a Temporary License valid for two years. This license may be extended one year for each successfully completed Summer Session's work in approved courses leading to the Standard E or the Standard S Certificate.

(b) The holder of a Temporary License may qualify for a permanent Standard E or Standard S Certificate

by completing the following requirements:

(i) Successful teaching experience of two years in Alberta schools.

(ii) A recommendation from an Inspector of Schools.

(iii) Successful completion of the second year of a B. Ed. program.

4. (a) A person who has completed satisfactorily the first two years of the B. Ed. program of the University of Alberta prescribed for teachers of elementary and junior high school grades may be granted an Interim Standard E Certificate, valid for three years.

(b) The Interim Standard E Certificate may be made permanent when the following requirements have been satisfied:

(i) Successful teaching experience of two years.

(ii) A recommendation from an Inspector of Schools.

5. (a) A person who has completed satisfactorily the first two years of the B. Ed. program of the University of Alberta prescribed for teachers of the high school grades may be granted an Interim Standard S Certificate, valid for three years.

(b) The Interim Standard S Certificate may be made permanent when the following requirements have been satisfied:

(i) Successful teaching experience of two years in Alberta schools.

(ii) A recommendation from an Inspector of Schools.

(c) Any teacher who, after one year of training in the program prescribed for teachers of the elementary and junior high school grades, transfers to the second year of the program prescribed for teachers of the high school grades, will be required to complete two additional approved courses of the B. Ed. program.

6. (a) A person who has completed satisfactorily three years of the B. Ed. program of the University of Alberta prescribed for teachers of the elementary and junior high school grades or of the high school grades may be granted an Interim Professional Certificate.

(b) The Interim Professional Certificate may be made permanent when the following requirements have been satisfied:

(i) Successful teaching experience of two years in Alberta.

(ii) A recommendation from an Inspector of Schools.

7. The requirements for a permanent certificate may be waived in the case of a teacher qualifying for any certificate, provided that he previously held an Alberta permanent certificate of another class.

8. (a) The holder of a bachelor's degree acceptable to the Minister may be granted an Interim Standard E or an Interim Standard S Certificate upon completion of one year's approved work in the Faculty of Education, and may be granted an Interim Professional Certificate upon completion of two further approved courses, being one summer session's work or its equivalent; and the holder of an acceptable honours' degree or a Master's degree may be granted an Interim Professional Certificate upon completion of one year's approved work at the Faculty of Education.

(b) Such Interim Certificates may be made permanent when the following requirements have been satisfied:

(i) Successful teaching experience of two years in Alberta.

(ii) A recommendation from an Inspector of Schools.

#### **Part B—Existing Certificates**

9. The holder of a certificate issued under former regulations may, upon application to the Minister, exchange it for a new certificate as indicated in the following table:

Table of Certificate Ratings  
Certificates named in O.C. No. 883-46 or in former Regulations and Equivalent Certificates:

Senior Elementary and Intermediate School Certificate—Standard E.

Junior Certificate for the High School—Standard S.

High School Certificate—Professional.

First Class Certificate—Standard E and Standard S (with teaching privileges extended to include grade XII).

Academic Certificate—Professional.

First Class Certificate with Bachelor's Degree—Professional.

10. Junior Elementary and Intermediate School Certificates shall remain in effect until they expire. They shall not be extended but may, if it is deemed necessary by the Minister, be succeeded by Temporary Licenses. The holders thereof shall be entitled to teach Grades I to IX inclusive.

11. Elementary and Intermediate School Certificates shall remain in effect unless and until they expire, or until they are replaced by Standard Certificates. The holders thereof shall be entitled to teach Grades I to X inclusive.

12. Permanent Second Class Certificates shall remain in effect, but the holders thereof may be granted Elementary and Intermediate School Certificates upon the completion of at least one approved summer session of work, taken either before or after the coming into effect of these regulations, and if recommended by an inspector of schools. The holders of Second Class Certificates, either interim or permanent, shall be entitled to teach Grades I to IX inclusive.

13. Existing interim certificates may be made permanent in the manner provided by the regulations in effect immediately heretofore, namely:

(i) Two years' teaching experi-

ence in Alberta schools.

(ii) After teaching experience of one year, attendance at one summer school session, or more, in Alberta, or elsewhere, with satisfactory attainment in approved courses.

(iii) A recommendation from an Inspector of Schools.

14. The Minister may, with respect to existing certificates, take such further action as he may deem necessary, providing such action is not inconsistent with these regulations.

#### **Part C—Special Certificates**

This Part shall apply to all teachers irrespective of date of commencement of professional training.

15. The Minister may grant a Special Certificate in one or more of the following subjects of the junior high or high school program to a teacher who holds a general certificate of appropriate class—Art, Dramatics, Music, Bookkeeping, Stenography, Typewriting, Commercial Subjects, General Shop and Shop Subjects (or Industrial Arts), Unit Shop, Home Economics, Physical Education, Guidance, and Principal's or Supervisor's Certificate. The courses for a Special Certificate shall be prescribed by the Minister and may be taken as part of the regular training for a general certificate or at a summer school in Alberta, or elsewhere, by permission of the Minister.

16. Special Certificates may be of three grades, Junior, Senior, and Advanced.

17. The Minister may grant a Kindergarten or a Primary or a Kindergarten - Primary Certificate, and prescribe the training required for such certificate.

18. With respect to any of the subjects mentioned in Section 15, the Minister may require that a teacher offering instruction in such subject or subjects, in addition to holding a general certificate acceptable for

teaching the subject in question, shall also hold a Special Certificate of a prescribed grade. Provided that the holder of a certificate valid in grades one to nine with suitable training may be authorized by the Minister to offer instruction in Industrial Arts and in Home Economics in grades ten and eleven, such authorization to be valid for a year at a time only.

#### **Part D**

This Part shall apply to all teachers irrespective of date of commencement of professional training.

19. Anything in Parts A and B of these Regulations to the contrary notwithstanding, the Minister shall, in his discretion, have the power,—

(a) To extend, reinstate or revive any teachers' certificate now or formerly valid in Alberta, whether current or expired, as the case may be, on such terms or conditions as may to him seem necessary and proper.

(b) To issue Letters of Authority to persons of suitable professional and academic attainments not otherwise qualified for teachers' certificate under these Regulations, on such terms and conditions as to him may seem necessary and proper, such Letters of Authority to have the effect of teachers certificates within the meaning of section 164 of *The School Act*. Provided, however, that such Letters of Authority shall not be valid as licenses to teach in grades above the ninth, except with respect to vocational subjects of the high school.

(c) To extend the range of grades which may be taught by the holder of any certificate.

20. (a) No certificate shall expire during any period throughout which the holder is in attendance at any approved university or college for the purpose of improving his qualifications for teaching.

(b) Every interim certificate shall

continue in effect for an additional period of one year for each approved summer session of work completed by the holder thereof.

21. The Minister may accept, in lieu of work undertaken at the University of Alberta, equivalent work undertaken at other approved institutions.

22. The Minister, may, in his discretion, grant an interim certificate

of any class to any person who holds a valid teaching certificate or diploma not obtained in Alberta and whose academic and professional qualifications are acceptable to him, and he may prescribe the amount or extent of additional professional or academic training or standing, if any, requisite for obtaining such certificate.

(Sgd.) IVAN CASEY,  
Minister of Education.

## OFFICIAL BULLETIN

*(Continued from Page 49)*

cation of Teachers. These regulations do not become effective until July 3, 1950, but the Department of Education is prepared to receive applications for the new certificates and these certificates will be dealt with in the order in which applications are received.

Before entering into correspondence with the Department of Education, teachers are requested to read the new regulations carefully, particularly section 9. Teachers are request-

ed to carry out the following suggestions:

(1) Do not send in your present certificate, as the Department of Education has copies on file.

(2) If possible, give the number and type of present certificate, and if you are a married woman, indicate your maiden name as well as your married name.

(3) Do not expect an immediate answer to your request for a new certificate; the Department will deal with all letters in the order in which they are received.

## PARENT-TEACHER CONFERENCES

*(Continued from Page 10)*

at the time when report cards were in use and now having three children at school I can see many advantages in parent-teacher conferences. I believe health education to be the most important factor in any child's life, and in being able to have a personal talk with the teacher, a parent may find why in some cases progress is

not what is expected, due to poor health, defects in sight, etc.

"At a parent-teacher conference one has the opportunity of seeing the work done by his child, also to see in what surroundings the child is living the greater part of his week. These are only a few of the advantages I have found. No doubt many parents have found others."

## *Personal . . . .*

**L. Y. Cairns, K.C.**, president of the Law Society of Alberta, was guest speaker at the annual E.U.S. Banquet held at the Macdonald Hotel in Edmonton in January. His speech on "The Layman's View of Education" was enthusiastically received.

**A. O. Aalborg**, principal of Rivercourse School, moved the Speech to the Throne at the opening of the new session of the Alberta Legislature, February 23rd.

Chamber of Commerce officials in Edmonton are still singing the praises of **Bill Taschuk**, principal at Myrnam, who with his pupils gave a rousing welcome to the Chamber of Commerce Friendship Train when it passed through Myrnam.

**G. S. Lakie** is on the Lethbridge City Council and **H. L. Larson** is on the Town Council in Ponoka.

One member elected to the newly-formed West Jasper Place Council is **T. W. Nordon**.

To **Pat Paul** of Picture Butte, first year Education student at the University of Alberta, went the honor of being selected Queen of the Engineers' Ball.

Among the many teachers taking honors in sports is **Ken Grierson** from Queen's Avenue School, Edmonton, who was runner-up in the Edmonton Badminton Club Tournament. **Ernie Simpson** skipped his all-teacher rink to the finals of the Grand Challenge in Edmonton. (See picture)

Congratulations to **A. L. Doucette**, Director of the Faculty of Education, Calgary, who received his doctorate from Stanford University recently.

Willingdon teachers heard **Dr. La-**



Left to right, Ernie Simpson, Ken Tookey, Jim Alridge, George Conquest.

Zerte speak on his report on the Status of the Teaching Profession in Canada. The Dean also addressed the Women's Canadian Club in Edmonton this month.

Lorraine Goverman, who visited Alberta two years ago as a roving reporter with the Rural Editorial Service, is now teaching at Hunter College, New York.

W. T. "Bill" Cromb, ex-teacher, is continuing his active interest in Veterans' affairs. He is president of the Edmonton Kiwanis Club.

Jim Cousins of Coleman is planning to write an historical thesis on the origin of the Crowsnest Pass as it is known today.



The above rink recently won the Grand Challenge and Grand Aggregate in Athabasca. Back row, left to right, Nick Andruski, second, Steve Wasel, lead, front row, Art Brimacombe, third, Carl Farvolden, skip.

March, 1950

## STAMMERING

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## News from Our Locals . . . .

### ALIX-MIRROR

#### Round Table on School Affairs

A very interesting evening was spent on January 31 when the teachers of the sublocal held a round table discussion on questions relating to school management, social activities, and other topics pertaining to school life.

G. W. Gilbert, the shop teachers, and R. McKinnon, a visiting trustee, were present.

### ATHABASCA

#### Petition for 50% Grant

A meeting of the sublocal was held on February 11 with 20 members present.

A second very interesting discussion was led by N. Andruski (Carl Farvolden having led the first) on Bulletin I, *Foundations of Education*.

It was moved that the sublocal go on record as petitioning the members of the legislative assembly to institute a 50% grant to education on all capital expenditures.

It was decided not to hold a festival this year.

### BUCK LAKE

#### Bulletin I Discussed

Mrs. Dorothy Doyle and Daniel Magennis capably and forcefully led a discussion of Bulletin I at the third meeting of the Buck Lake Sublocal on January 21 at Winfield.

### CASTOR

The Castor Sublocal held their organization meeting on November 4. The officers elected were F. Leslie, president; Joyce Basaraba, secretary-treasurer; Margaret Jackson, salary negotiating committee representative; and H. Baker, councillor.

Regular meetings have been held since that date. The nature of the meetings has been panel discussions,

the topics chosen from those on *Citizens' Forum*. Plans for a musical festival and for the divisional track meet in the spring are taking shape.

### CALGARY RURAL

#### Callbeck Addresses Group

Miss Stadelbauer, art instructor at the Faculty of Education, Calgary, spoke at the December meeting on the methods used in public school art.

Few members were able to attend the January meeting so no business was put through. However, many problems were discussed informally.

On February 10, Ted Callbeck, Calgary District representative of the Alberta Teachers' Association, gave this local a comprehensive account of his work.

### COALDALE

#### Campaign for Increased Grants

Twenty-six members of the sublocal met in the new Coaldale School February 6. The greater part of the meeting was spent discussing the campaign for increased school grants. The support of prominent business men, ministers, and farmers has been secured, and it is planned to have radio broadcasts, as well as advertisements and articles on the subject, published in *The Lethbridge Herald*. St. Mary's School Division and Raymond are campaigning also and we hope that the efforts of the south will bring other school divisions to fight for this cause.

Six resolutions were proposed to be sent to the Easter Convention. These dealt mainly with transfer of teachers and minimum and maximum salaries.

Following lunch a tour was made through the new building and it was agreed by all that Coaldale has a

well-planned, spacious, modern school.

#### COALHURST-NOBLEFORD

##### 9-Point Campaign Plan

The Wallace School staff of Shaughnessay played host to the teachers of the sublocal recently.

A discussion was held on the coming musical festival to be held in Nobleford, March 31.

The publicity campaign for larger school grants was the main feature of the meeting. Henry Toews reported on the circular letter which was sent to every M.L.A. in Alberta. Favorable responses have been received from several legislators in various parts of the province.

Canvassers reported on the following nine-point publicity program:

1. To have various organizations send out invitations asking the M.L.A. to come to their meetings, and to stress the need for larger grants.
2. To have various organizations send out signed cards to the M.L.A. asking for increased grants for education.
3. To get organizations outside of the schools interested.
4. To get articles written on capital grants.
5. To have Lethbridge business firms include slogans in their ads.
6. To run illustrated articles in the Herald.
7. To have spot announcements on the radio.
8. To have a series of talks about school grants over the radio.
9. Posters.

The canvassers again interviewed the firms which had not been contacted to help further the newspaper and radio campaign. Those volunteering were Ruth MacLeod, Annetta Poelman, Mabel Luco, and Aurelia Hahn, Mary Kaupp, Helen Neilsen, Dick Canniff, Kay Davidson, Mrs. K. O'Nairn, and Alison Davidson.

Robert Kimmitt, member of the local campaign committee reported on campaign progress to date.

Edwin Pitt, the MacLeod Local nominee for Southwestern represen-

tative to the Executive Council, accompanied by Harold Gilbert, president of the local, spoke briefly to the meeting.

#### CLOVER BAR

##### Carmichael Visits Sublocal

During the afternoon meeting of the sublocal on February 4, Anne Carmichael, district representative, was present to answer questions on Association affairs.

Final arrangements were completed for the music and drama festival which is to be held on May 5. A copy of the program will be mailed to each teacher as soon as possible.

Our next meeting is to be held on April 1 at 2 p.m. in Mr. Bowker's office, Dominion Bank of Canada Building. Mr. Simpson of the Faculty of Education is being invited to speak to the teachers on the pension scheme.

##### Nyberg Conducts Good Meeting

The February meeting of the Clover Bar Local was held at the Masonic Temple. President V. R. Nyberg brought a large business agenda for the consideration of the executive. Mrs. Clink and W. Fors reported on the Blue Cross Plan which is now in operation. Mr. Fors also reported in his capacity as board representative. A third report came from A. E. Hohol, festival president. The festival will be held on Friday, May 5, in the Education Building.

Further business included a resolution to petition members in the provincial legislative assembly to institute a 50% capital grant to education for such items as adequate buildings, playing fields, vans, furniture, teachers' salaries, etc.

#### EVANSBURG-WILDWOOD

##### Discuss Salaries

The main item on the agenda of the sublocal meeting on January 14 was salary negotiations. Some time also was devoted to the discussion of

extra curricular activities for teachers.

### **EUS (CALGARY)**

Exercise Igloo, compatible with Exercise Sweetbriar only in name, consisted of 81 persons and two buses, one carrying university athletes, the other students and EUS officials, and was a pack-it-all-in weekend trip to Edmonton on January 20.

On Friday the UAB bus set out for Red Deer where both boys' and girls' basketball teams scored victories over the Composite High teams and then left for Edmonton.

On Saturday morning another bus left Calgary with forty on board. Edmonton Faculty of Education played host to Calgary at a dinner, campus tour, basketball game (which Calgary lost), volleyball games (which Calgary won two out of three), and a Waw Waw dance.

On January 27 a spirited discussion arose out of Barrie Jeffries' and Aileen Wilson's report which they brought back from the Western Canada Conference of Student Teachers held at Saskatoon. One note rang loud: A more even distribution of government grants for all students enrolled in the Faculty of Education, and not just for one-year students.

### **LAC STE. ANNE**

#### **Draft Resolutions**

An executive meeting of the Lac Ste. Anne Local was held in Edmonton on February 4. Resolutions were drafted for the Annual General Meeting and plans were discussed for the annual spring ball tournament.

The nomination of McKim Ross for vice-president of the Association was approved.

The salary schedule committee is to meet the divisional board at their meeting on March third.

### **LETHBRIDGE**

#### **Submit Resolutions**

At a meeting of the Lethbridge District Local held February 4 nominations for the Central Executive were made.

The following are the principal resolutions submitted for consideration by the Annual General Meeting: 1. That a summary of all research concerning a provincial salary schedule be published in the magazine. 2. That the alterations in Section 178 of *The School Act* made in 1949 be changed to read as it did previously. 3. That the Central Executive emphasize the importance of increasing maximum salaries for those teachers with training beyond the first degree. 4. That the Alberta Teachers' Association support energetically any movement relative to the profession.

Mr. Knowles stated that he favored a provincial salary schedule and increases in provincial grants to cover 50% of the total cost of education.

#### **City Local Campaigns**

At the monthly meeting of the Lethbridge City Local on February 8, routine business was dealt with as well as nominations for officers on the Central Executive, and resolutions for the Annual General Meeting.

The local is at present cooperating through its public relations and publicity committees with the Lethbridge District Local in a campaign for increased school grants from the provincial government.

F. A. Rudd, president of the local, will represent the teachers at the meetings of the Chamber of Commerce.

Thanks was extended to the committee in charge of a very successful banquet and theatre party held on January 26. Bessie McCully was assisted in the planning by Mrs. Wm. Ede, W. N. Thomas, and Marguerite Esplen.

The redrafted constitution for the Lethbridge City Local was presented by Mr. Thomas who had worked with Frances Haney on the revision.

## **MACLEOD**

### **Executive News**

At a meeting of the executive of the local held in Champion on January 29, Edwin L. Pitt, principal of the Claresholm School, was nominated to run as representative for the southwestern geographic district.

A letter from UNICEF was read by the secretary, Fred Cartwright, thanking the teachers of the local for sending \$50 to the fund.

## **OLDS**

The February ninth meeting of the local was held at Didsbury. Twelve members were present. Resolutions and salaries were the chief topics under discussion.

## **PARADISE VALLEY**

The matter of the photo contest in the November issue of *The ATA Magazine* was brought up at the November meeting of the sublocal. A motion to the effect that the photos of the school buildings and surroundings were contradictory to conditions as they exist in the province, was carried unanimously. A letter was sent to the Alberta Teachers' Association secretary.

Merlin Moncrieff reported on the bylaw and on the Medical Services scheme. Anders Aalborg reported on hospitalization in connection with the municipal council. Bulletin I was discussed with C. Venance and Mrs. R. Acaster as leaders of the discussion. A vote of appreciation was given to Superintendent E. C. Miller who attended the meeting.

Topics discussed at the January meeting held at the home of Mr. and Mrs. E. Walter included the film projector, resolutions to be forwarded to the local, and the forthcoming festival. It was decided that the

festival be held at McLaughlin on May 5. The committee responsible for planning the program are Lillian Watson, Mrs. E. Welsh, Ernest Walter, and C. Venance.

## **PONOKA**

### **Mallett Reports on Salaries**

Ivan Mallett reported to a meeting of the sublocal on January 10 on the following items which had been presented to the board: 1. An increase of increments up to 50% of the basic salary which would bring maximum salaries to \$2,250 for the first year of training, \$2,700 for the second year of training, \$3,100 for the third year, and \$3,600 for the fourth year, along with \$300 more for an extra degree. 2. Sabbatical leave had been suggested. The board agreed that this was a good thing to work for but a rather difficult thing to grant at present because of the teacher shortage.

Mr. Mallett was thanked for his excellent report.

Vincent Maloney, assisted by Robert Galvin and Ivan Mallett, led a discussion on the first section of Bulletin I.

### **Approve Nominations**

At the January 30 meeting of the sublocal, Robert Galvin moved that the sublocal go on record as approving McKim Ross for vice-president of the Association. It was also moved to support Marion Gimby for president and Howard Larson for district representative.

The second discussion of Bulletin I entitled, "What We Know About Needs and Social Structures", was led by Mrs. Jeanne Riddell, Ruth Berdine, and Kenneth Herlick.

## **RED DEER**

### **Banquet Planned**

Dorothy Manual presided at the executive meeting of the Red Deer Local at Innisfail.

Following the business and other routine items, plans were made for

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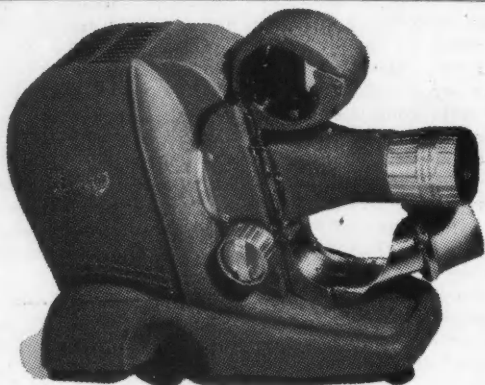


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a banquet at Red Deer March 17. The feeling of the meeting seemed to be that we should have more gatherings of the local, when all the teachers would have the opportunity of meeting one another. Plans were also made for a picnic sometime in May.

#### **Panel Discussion**

A well attended sublocal meeting of the teachers was held in the science room of the junior high school.

Following the business and routine items, a panel discussion on the use of Intelligence Tests was conducted by four of the teachers. This discussion proved to be very profitable and was enjoyed by all.

On February 20, Alan Fraser, Child Psychologist from the Provincial Training School, spoke to a well-attended gathering of the sub-local teachers.

#### **SPIRIT RIVER**

##### **Executive Plan General Meeting**

Members of the local executive met recently to plan a general meeting for March 25. At this coming meeting the councillors to the Annual General Meeting will be advised of the opinion of the local teachers on the resolutions to be presented. Also at this meeting the salary negotiating committee will determine salary needs.

Three resolutions were drafted to be presented to the Annual General Meeting. The first asked that repetition of Education 360 and 460 (University of Alberta courses) be discontinued because most teachers felt that their time could be spent more profitably on other courses. The second asked that teachers have more say on certification and entrance requirements. The third resolution asked that a clearer, more definite outline of courses be established and followed by the Faculty of Education.

The local endorsed the nomination of McKim Ross for vice-president of the Alberta Teachers' Association. Mr. Ross is not a native of these parts but he is well known throughout the province. His ability was well shown when he broke the salary deadlock at Spirit River last year.

#### **SUNDRE**

##### **Solidify Salary Position**

The sublocal spent a profitable evening on January 18 drawing up a tentative program for the festival to be held in early April. Various suggestions as to how the festival's effectiveness might be increased were given and discussed.

Opinion regarding the attitude to be taken towards forthcoming salary negotiations was solidified around previous demands.

The special problems confronting overloaded one-room rural schools were brought up and it was decided to devote the next meeting to the discussion of this topic.

#### **THORSBY**

##### **Plan Track Meet**

In spite of the howling wind the January meeting at the home of Mrs. Brooks was both helpful and inspiring.

A new and greater trackmeet was planned for the spring. A motion was carried to organize a staff softball team and to challenge the students on the day of the trackmeet.

Plans were made for future meetings to be held on the fourth Friday of every month.

#### **TURNER VALLEY**

##### **McLaren Rink Wins Bonspiel**

On Saturday, February 4, the district teachers held their annual bonspiel at the Turner Valley Curling Rink. The spiel was organized by Gordon Minue, principal of the Turner Valley Public School. Eight rinks were in the draw. Rinks were

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skipped by: R. Dunn, Black Diamond; C. Laverty, High River; A. Collins, Black Diamond; G. Minue, Turner Valley; Mrs. G. Minue, Turner Valley; F. Harris, Black Diamond, and H. McCullough, Black Diamond.

Players on the winning McLaren rink, Persis Langill, lead; Les Radford, second; Betty Hart, third, and Ian McLaren, skip were presented with pin-up lamps.

A meeting of the local took place in the Royalties High School on February ninth. A lively discussion on Professional Ethics was ably led by our president, S. E. Pogue. G. Minue gave an interesting report on his experiences at the Banff Workshop last summer. It was decided to send a delegate again next year.

#### **VULCAN**

February's meeting of the sublocal was held at the Nurses' Home with a good number of teachers in attendance.

Further discussion took place regarding salary schedules.

The possibility of holding another track meet was mentioned. It was decided to ask another town to sponsor such an undertaking and to get permission for Vulcan to send entries.

Final plans were drawn up for the Teachers' bonspiel to be held in Vulcan on February 18.

After the meeting a Valentine party was enjoyed by all.

#### **WANHAM-TANGENT**

##### **Hear Talk on Rhythm Band**

The January meeting of the sublocal was held in Wanham school. Following the drawing up of a program for the next meeting the teachers discussed the University courses offered at summer school.

After lunch the guest speaker, Mrs. Ozan McSweeney gave a very clear talk of the organization and conduction of a rhythm band. She illustrated her lecture with records and charts, and created interest and

amusement by having the teachers present play the instruments in the band.

#### **WILLINGDON**

##### **Dean LaZerte Guest Speaker**

The Willingdon sublocal jointly with the Hairy Hill sublocal held a meeting in the Willingdon gymnasium on January 21, at 2 p.m. Dean LaZerte of the Faculty of Education and Eric C. Ansley, secretary of the Association, were guest speakers.

Dean LaZerte spoke to the 60 teachers assembled in Willingdon from neighbouring schools and school divisions on the topic, "Guarantees of Being a Successful Teacher." Some of the interesting points brought out in his address were: 1. Liking to live with people through the medium of books. 2. A successful teacher should develop a strong reading habit. 3. A teacher should have social contacts—a teacher is always dealing with either young people, parents or colleagues. 4. A teacher should be a master of methods. Methodology is the field of the teachers' inventiveness, originality, and individuality. In the teaching profession one can satisfy one's curiosity about methods to the limit. 5. A teacher has his freedom—he is the master of his classroom (despite regulations).

The Dean also spoke to the group on what features determine a professor. He stated that general education must be high, and skills and techniques must be ever at your command. Teachers, the Dean said, should read professional literature to improve their skills and to increase their knowledge.

Ways of teaching were discussed, and the method of activity teaching was pointed out as being an excellent way for children to gain knowledge. Activities should be planned, said the Dean, so as to encourage the flow of ideas, not stop them. He stressed that the learners should not waste

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their time on activity that has no educational value.

Mr. Ansley spoke to the group on salary negotiation proposals between teachers and school boards. He stated that no definite single salary schedule for the province had been made. Higher salaries, Mr. Ansley said, call for higher educational standards.

A very interesting panel discussion took place. The participants were E. White, superintendent of Vegreville Division, F. Hannoncho, superintendent of Two Hills Division, and H. Kostash, superintendent of Smoky Lake Division. Their topic was: "What Can be Done to Improve Educational Facilities in Alberta?" Dean LaZerte acted as chairman of the panel. The superintendents expressed their views from the standpoint of the Department of Education, the School Boards, and the Superintendents. All present enjoyed this enlightening discussion.

The Willingdon Chamber of Commerce played host to Dean LaZerte, Mr. Ansley, and the superintendents at a banquet. The Dean spoke briefly to the Willingdon businessmen.

In the evening, Dean LaZerte addressed an enthusiastic audience at a public meeting in the Willingdon Gymnasium, on his recent research and surveys made in Canada on the teaching profession.

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